DOCUMENT RESUME

ED 329 469 SO 021 136

AUTHOR	Phillips, Douglas A.; Sipe, Rebecca Bowers
TITLE	Alaska and Japan: A Teacher's Resource Guide.
SPONS AGENCY	United States-Japan Foundation.
PUB DATE	90
NOTE	126p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Area Studies; Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Foreign Culture; Geography Instruction; Global Approach; History Instruction; Instructional Materials; Interdisciplinary Approach; *International Relations; *International Trade; Maps; *Multicultural Education; Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS	*Alaska; *Japan

ABSTRACT

This collection of teaching materials about Japan is designed to educate the youth of Alaska about various aspects of the country that is Alaska's largest trading partner. With some modifications the materials may be adapted for use in other states or regions. The guide is interdisciplinary in nature and is intended for skills development and knowledge base improvement in reading, writing, speaking, listening, research, computation, mapping, graphing, economics, geography, history, and cultural understanding. Most of the 26 lesson plans included in the guide contains 8 sections: lesson overview, recommended time, objectives, materials, procedure into the community, evaluation, and enrichment ideas and assignments. (DB)

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ALASKA and JAPAN:

A Teacher's Resource Guide

Alaska Center for International Business
University of Alaska Anchorage

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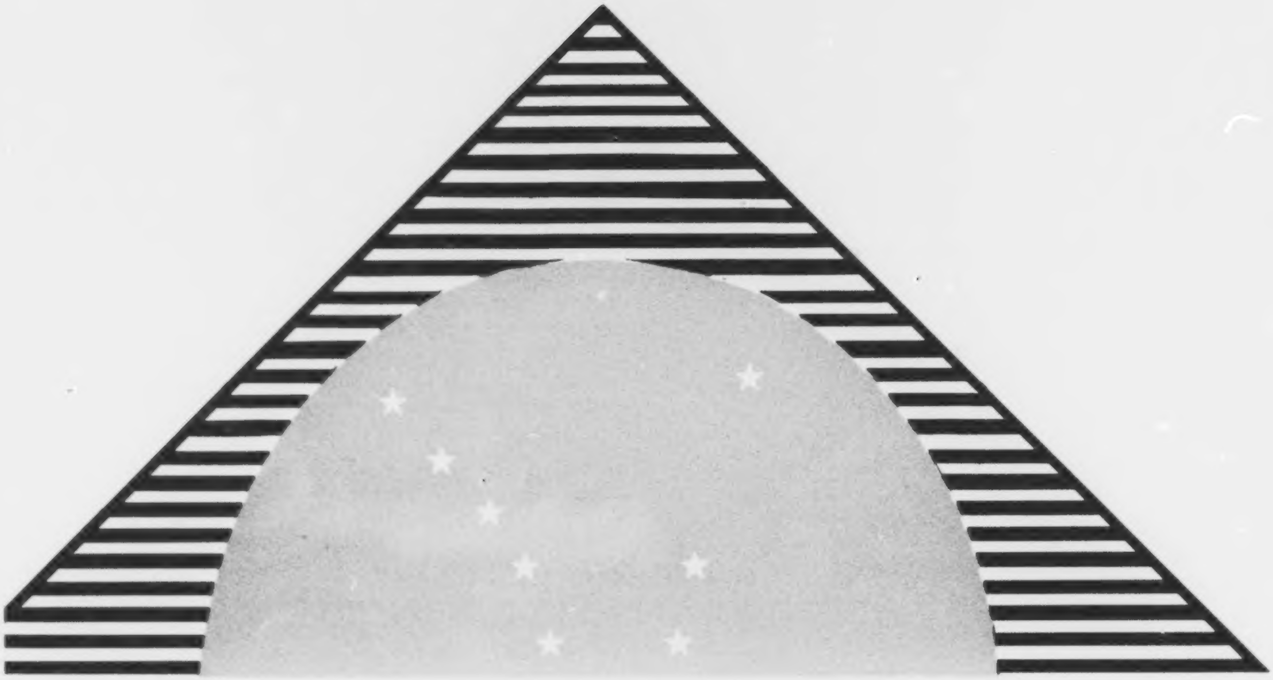

SO 021 136

ALASKA AND JAPAN:

A Teacher's Resource Guide

Written by

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and
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Edited by

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Alaska Center for International Business
University of Alaska Anchorage

1990

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Dear Educators:

It's my pleasure to introduce you to this new volume of teaching materials about Japan from the Alaska-Japan Studies Project at the Alaska Center for International Business, University of Alaska Anchorage. In this collection of maps, lesson plans, guides for viewing videos, and much more, we go beyond oragami and the tea ceremony to introduce students to a deeper understanding of Japan and its people.

Why Japan? Japan is Alaska's single largest foreign trading partner, purchasing over one billion dollars of Alaskan goods last year. The small island nation is a natural consumer of Alaska's rich natural resources. The Japanese import vast amounts of Alaskan salmon each year. We use Japanese products, from T.V. sets to automobiles, nearly everyday. The United States has an extensive military presence in Japan, and the island nation is a key geostrategic ally. Former U.S. ambassador to Japan Mike Mansfield calls the U.S.-Japan relationship the "most important bilateral relationship in the world." The depth and breadth of the U.S.-Japan relationship, and the specific importance of the Alaska-Japan relationship, has created a need for quality instruction about Japan in our secondary schools.

One of the primary reasons for developing this book is the need to make Japan real for the people of Alaska. A number of lessons focus on the relationship between Alaska and Japan. For those of you who wish to adapt this book to your own state or region, we're certain that with some modifications you can make the study of Japan come alive in your own setting.

The Alaska Center for International Business, University of Alaska Anchorage and the developers of this guide would like to thank the U.S.-Japan Foundation for its substantial assistance in funding this project.

A national clearinghouse for educational materials on Japan which examined a preview copy of the guide feels that it is one of the best teacher's resources they have seen. We believe you will agree, and hope that the guide serves you well in the classroom.

Thanks for acquiring this copy of Alaska and Japan: A Teacher's Resource Guide. Feel free to contact us with your comments, suggestions, or questions about our programs and other materials.

Sincerely,

Douglas K. Barry

Deputy Director and Instructional Programs Coordinator, ACIB-UAA

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FROM THE AUTHORS

Japan and the Pacific Rim are of vital importance to Alaska today. This guide reflects our belief that the youth of Alaska must be prepared for Alaska's existing and coming roles in the international sphere. Japan is Alaska's largest trading partner by a wide margin. This, along with a number of other factors, makes this publication highly desirable for preparing students to understand our past, present, and potential linkages.

Alaska was the first of the states to recognize the importance of Japan by establishing an office of international trade in Tokyo in 1964. Today, nearly forty states have followed in this path--but Alaska was first. We have also led the nation into Taiwan. A third Alaskan office is now located in South Korea. International trade, tourism, fishing, cultural exchanges, educational exchanges, and many other activities have followed. All of these have benefitted Alaska and Alaskans.

Curriculum today isn't created and stuck into neat boxes as easily as in the past. This guide has been created to be interdisciplinary in nature, reflecting the strong philosophical stance of the authors. It systematically includes development of reading, writing, speaking, listening, research, computation, mapping, graphing, economics, geography, history, cultural understanding, and other areas. While the Table of Contents might be easily used by educators in one curriculum area, this guide can easily be rearranged into other sequences more appropriate to the individual teacher. We encourage you to organize this manual in the manner that suits your style and content area of teaching. The three ring notebook format of this guide will assist you in reorganizing the material.

We encourage you to add your own ideas and lessons to this notebook. This guide was intended to provide a variety of teaching strategies. As any good teacher would, please add new material to the guide. If possible, we also ask that you forward your ideas to us at the Alaska Center for International Business or the Learning Trends Institute. We hope to compile these on a regular basis and send out supplements to this guide. To receive the supplements and mailings related to this subject matter, please send the sheet at the back of this guide to the Alaska Center for International Business.

ABOUT THE AUTHORS...

Douglas A. Phillips is the Social Studies Program Coordinator for the Anchorage School District. He is the co-author of *The Pacific Rim Region: Emerging Giant*, 1988, Enslow Publishers, and has written numerous articles and curriculum materials. He has designed educational materials for K-12 ranging from maps to over 50 television programs. In addition, he is a frequent speaker at state, national, and international conferences about social studies, Japan, and the Pacific Rim.

Mr. Phillips is active in social studies education having founded both the Alaska and South Dakota Councils for the Social Studies. He is the national Chairman of the VIP Program for the National Council for the Social Studies where he has also served as the chair for the Curriculum and International Activities Committees. He has served NCSS on the Ethics, Steering, and Nominations Committees as well as serving on the *Social Education* Editorial Board, and the Steering Committee for the first international social studies conference sponsored by NCSS in 1988.

Mr. Phillips has served on the Executive Board of the National Council for Geographic Studies and has received numerous awards and recognition. He is listed in Who's Who in the Western United States, Who's Who of Emerging Leaders in America, The Dictionary of International Biography, Personalities of America, and the International Directory of Distinguished Leadership.

Rebecca Bowers Sipe is the Language Arts Program Coordinator for the Anchorage School District. Her work in the field of language arts spans working with classes at all grade levels and teaching at the university level in the areas of both writing and literature instruction. As co-founder of the Anchorage Writing Project, she has worked at the local, state, and national levels to promote teacher training in the area of writing instruction and has authored both curriculum materials and journal articles.

Ms. Sipe is active in promoting professional involvement in the language arts. She is the co-founder of the Anchorage Council of Teachers of English, is an Affiliate Director for the National Council of Teachers of English, and serves as a member of the NCTE Curriculum Commission, Elementary Language Arts Textbook Committee, and Commission on Supervision and Instruction for CEE. In addition, she has served on the Curriculum Commission for the NCSS. She has been active in providing professional presentations at the local, state, and national levels and has presented at the National Council of Teachers of English and the National Council for the Social Studies conferences. Currently, one of Ms. Sipe's particular interests lies in the area of integrated instruction and the ways in which language processes and literature can enhance all instruction.

ACKNOWLEDGEMENTS

The authors would like to take this opportunity to express their gratitude to the following individuals and organizations for their assistance and guidance in the development of this teachers' resource guide.

Dr. John Choon Kim	Alaska Center for International Business
Dr. Douglas Barry	Alaska Center for International Business
Robert Poe	Alaska Office of International Trade
Karen Stapf-Harris	Railbelt School District, Anderson, Alaska
Ray Stein	Mt. Edgecumbe High School

Special thanks are also given to the Consulate of Japan and the following individuals for providing input on the survey form distributed statewide in 1989. The information provided also helped to shape the directions of this guide.

Deborah Lee Bishop	Lower Yukon School District
Harvey Brandt	Sitka School District
Mary Bristol	Anchorage Area Social Studies Council
Phyllis Haggland	Fairbanks School District
Lynndeen Knapp	Houston Jr/Sr High School
Marilyn R. Knapp	Mt. Edgecumbe High School
Charles Mattioli	Fairbanks Council for the Social Studies
Douglas Nancarrow	Alaska Pacific University
Wallace M. Olson	University of Alaska, Southeast
Dolores W. Scott	Alaska Department of Fish and Game
M.K. Romberg	Fairbanks, Alaska
Joyce Shales	Iditarod Area Schools
Christopher Simon	Nenana, Alaska
Cathy Walter	Mat-Su Council for the Social Studies
Marti Wynn	Wasilla, Alaska
Bettye J. Young	Anchorage Area Social Studies Council

Teacher's Resource Guide:

How to Use the Lesson Design

This teacher's resource guide has been prepared to suit the needs of the busy classroom teacher. To expedite this, each lesson in the guide contains eight different easy-to-use sections. This format allows for maximum information in a minimum amount of space. Each of the sections and their purpose is provided below:

Lesson Overview: This section provides a short overview of the content and the learning context for the lesson.

Recommended Time: The approximate time for teaching the lesson in class periods or minutes.

Objectives: A listing of the primary student learning objectives for the lesson.

Materials: Teaching resources that will be used in conducting the lesson in class.

Procedure: A step by step process for conducting the lesson. However, the teacher may want to vary the suggested processes, in some cases, to meet individual student needs or to draw upon local resources which might be available.

Into the Community: Designed to have students participating in their community or drawing upon community resources and bringing them into the classroom.

Evaluation: Suggestions for monitoring student attainment of the lesson objectives.

Enrichment Ideas and Assignments: Selected teaching strategies for supplementing and/or expanding upon the classroom lesson. These usually require work outside of the classroom and extended time for work.

THE ALASKA
and
JAPAN JOURNAL

The Alaska and Japan Journal is an integral component of this classroom unit. It will serve as an on-going record of the unit for students and will provide you with an important tool for evaluating student understanding. Research indicates that students retain content better, by about 30%, when they write or use the material verbally. Thus, this journal will help students to better learn about Alaska and Japan.

Steps for using the Journal are easy to implement and listed below:

- Reproduce the cover and inside page for the Journal. Bright colored paper with a heavier grade is suggested for durability.
- Add pages for the students to write on and have the Journal stapled together.
- Introduce the Journal to students and remind them to follow the directions provided on the inside cover.
- Students should write in their Journal daily. Entries should be reflective, evaluative, questioning, reactive, and should show that the student has been thinking critically.
- The teacher should periodically review the Journals and write comments, answers, questions, and reflections back to the students in the Journal.
- The Journal is a private communication between the student and the teacher. A student's Journal should never be shared with others without the permission of the student.
- Specific suggestions for writing in the Journal are included with lessons in this guide.

ALASKA/JAPAN JOURNAL

STUDENT NAME ______________________________

CLASS PERIOD ______________________________

THE ALASKA
and
JAPAN JOURNAL

Student Directions: This is your individual Alaska/Japan Journal. Over the course of this unit you will use the Journal to record your reflections, comments, questions, and evaluative comments. It is your job to show me that you are thinking about the issues presented during this unit. I will be responding back to you in this Journal at various times in the coming days. Please use your best thinking when recording your entries.

This Journal will be a valuable record of the course for you and it will provide me with information to see how well you understand the material. Remember, I don't want just notes. I want your reactions. Finally, your journal is private unless you share it with someone else. Otherwise only you and I will be reading it. Good luck and please see me if you have questions about your journal.

Japan's Geography

Student Information Sheet

Japan is situated on the Northwest edge of the Pacific Basin. The archipelago, situated at between 30 and 45 degrees north, is composed of nearly 4,000 islands. The population is primarily located on four main islands: **Hokkaido, Honshu, Shikoku,** and **Kyushu**. Because Japan is an island nation, the sea has always been of extreme importance. Protected by the Pacific, situated on the east, and the Sea of Japan and the East China Sea, situated on the west, Japan has long used these waters to its advantage. Advantages presented by the seas include a natural protection from other nations, the bounty of food from the seas, and a transportation link to the world beyond their borders.

Like the United Kingdom, Japan has had the sea to serve as an insulation from outside traders, invaders, and persuaders, such as missionaries. The earliest contact with European cultures came with the arrival of the Portuguese in 1543 who introduced firearms to the islands. Less than one hundred years later, fear of the negative effects of foreign influence prompted the Japanese to slam the door in the face of outside interest. Other than ten Chinese ships and one Dutch ship permitted in per year, the door remained closed for over two hundred years as the sea cushioned the nation against interference from the rest of the world.

The harvest of foods reaped from the seas has long been important to the Japanese. Fish has been the primary source of protein for the people of Japan and their fishing fleets operate in seas worldwide, including the bountiful fishing waters around Alaska. Their fishing harvest annually is the largest in the world. Additionally, in waters near Japan, the Japanese harvest shell fish, squid, sea weed, and other food products. The sea has also provided plant foods which are staples in the Japanese diet.

For centuries, without air or land bridges to the rest of the world, Japan has depended upon the sea to serve as its vital link to other countries. About 20,000 years ago, a land bridge connected Japan to Asia, but when that disappeared, contact with the outside was limited by the available technology. With the advent of ship building, the sea became the highway of Japan, providing access to ports around the globe. This situation continues to exist today.

Within the islands of Japan rest many mountains which render the land unusable for agricultural purposes. More than 75% of the land in the nation is unsuitable for farming and settlement. The nation also lacks significant amounts of important natural resources, requiring other suppliers for over ninety percent of these resources. Fortunately, Japan's coastline is punctuated with excellent sites for establishing ports, facilitating the import of needed materials.

Approximately twenty-five percent of the land in Japan consists of plains and basins. Much of this land is suitable for agricultural purposes, with Japan achieving self-sufficiency in the production of rice, its most important product. However, urban areas such as Tokyo and Osaka, have devoured major sections of the usable land to accommodate the needs of the people. Approximately 1/3 of Japan's 126 million people live in the land area between these two cities, thus creating a Japanese megalopolis of immense proportions.

Japan's large population places it as the seventh most populous nations in the world. The population of Japan is ethnically homogeneous. Over 99% of the people are Japanese with Caucasians and Koreans making up less than 1/2% each. The Japanese are physically similar to other peoples of East Asia with dark black hair and skin about the same color as that of Alaska Natives.

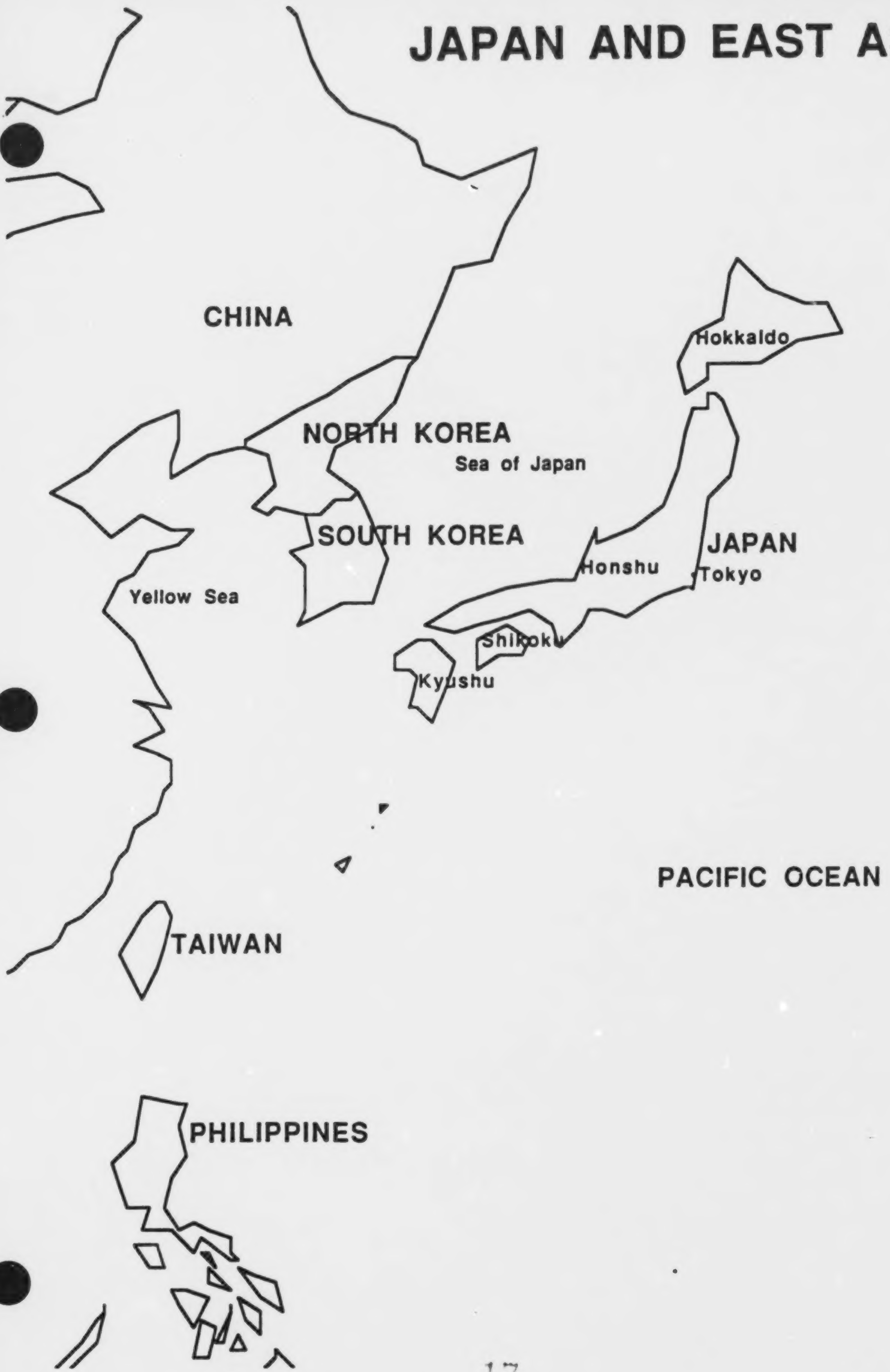
The total land area of Japan is only 143,574 square miles or less than one third the size of Alaska. Crushed into this space is Japan's huge population, amounting to about half of the population of the entire United States. This means that there are nearly 900 persons for every square mile the nation has---even though people don't live on about three-fourths of the land.

Japan's climate varies greatly, from sub-arctic to sub-tropic, over the length of the archipelago because of factors including latitude, elevation, and sea currents. In the north, on Hokkaido, the winters are cold and the summers are cool. Sapporo, the major city on Hokkaido, hosted the 1964 Winter Olympics.

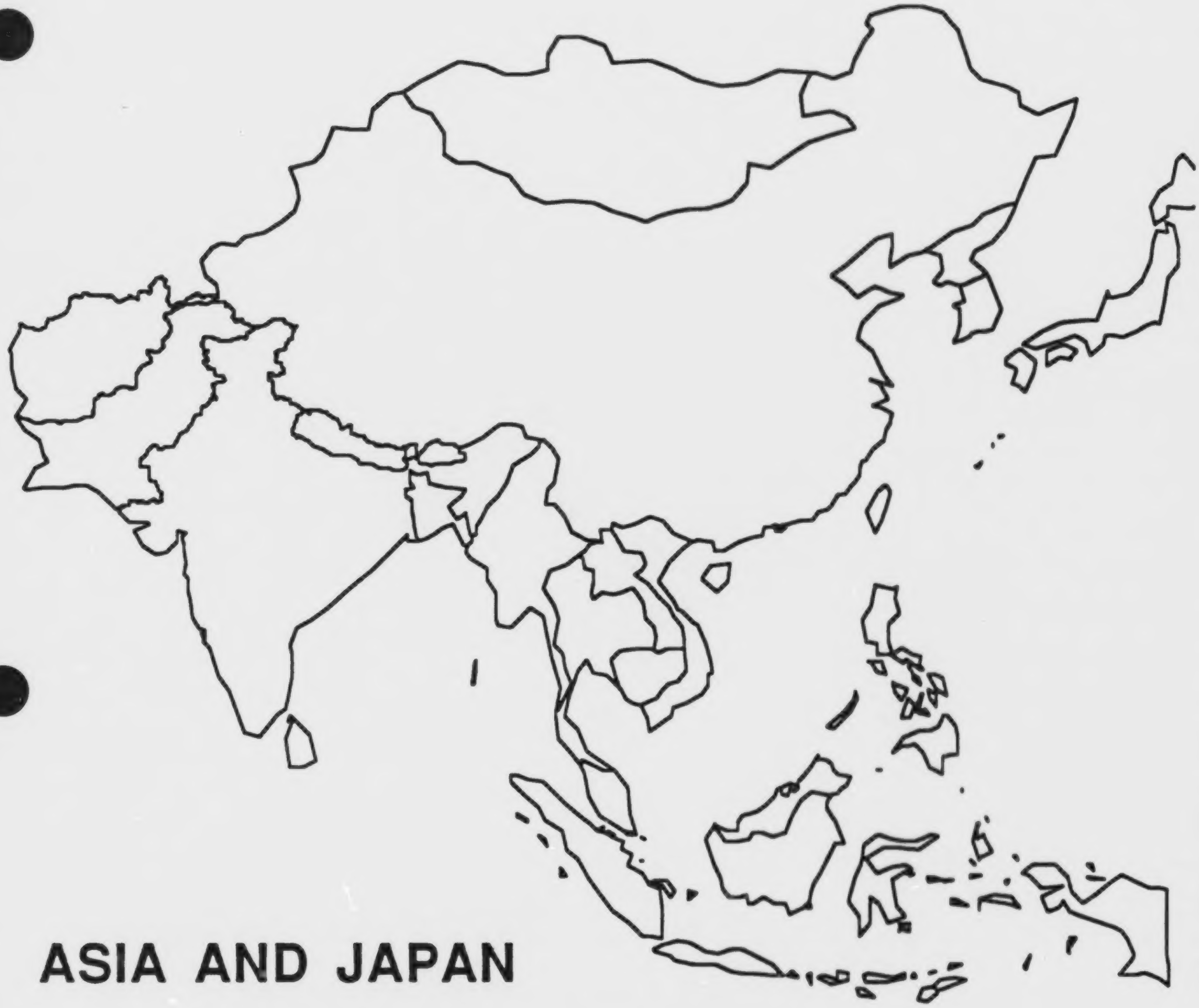
In contrast, on the southern islands, winters are mild and summers are hot. This means that, in January, while flowers bloom on Kyushu, northern areas are buried under six or more feet of snow.

Japan is situated on the "Ring of Fire." This means that the rumbles and tumbles of earthquakes and volcanic activity occur in the same manner as in much of Alaska. Ten percent of the world's active volcanos are found in Japan. Mt. Fuji, Japan's highest mountain (12,388 feet), is a dormant volcano. Earthquakes frequently rock the nation with great physical and personal damage. In 1923 over 130,000 people were killed when a violent earthquake destroyed the cities of Tokyo and Yokohama. This equals over one fourth of the entire population of Alaska.

JAPAN AND EAST ASIA



CHINA
NORTH KOREA
Sea of Japan
SOUTH KOREA
Yellow Sea
Hokkaido
JAPAN
Honshu
Tokyo
Shikoku
Kyushu
PACIFIC OCEAN
TAIWAN
PHILIPPINES



ASIA AND JAPAN

DIRECTIONS: Label this map with all major bodies of water and countries.

NAME______________________________DATE____________________

ALASKA'S GEOGRAPHY

STUDENT INFORMATION SHEET

Alaska is situated at the northern pinnacle of the Pacific Rim between 52 degrees north and 71 degrees north. The 49th state is positioned the furthest north, east, and west of any state and has a coastline of more than 33,000 miles. The state extends 2,400 miles east to west and 1,420 miles north to south and has a land area of 570,833 square miles, making it the largest of the fifty states and four times larger than Japan. Alaska is bounded by water on three sides, the north, west, and south and shares an extended 1,500 mile border with Canada to the east. Alaska's second nearest neighbor is the Soviet Union, separated by a scant two miles and one full day (due to the International Date Line) between the islands of Little and Big Diomede.

Alaska's position on the earth affords it special opportunities of which Alaskans have taken advantage. The remoteness of the area provided protection and isolation for Native Alaskan peoples for centuries, allowing them to develop their own unique cultures in this often rugged and unforgiving environment. More recently, with the advent of modern technology, this same location has provided Alaskans with new opportunities. Primary among these is Alaska's situation as an air crossroads for much of the Northern Hemisphere. About one and a half million passengers annually arrive at the Anchorage International Airport, most going to or from Japan. About ten international airlines fly through Alaska on a regular basis. Hundreds of tons of international cargo are processed through Alaska each year.

In addition, the location of the state has provided the ability to market the state's abundant resources to Japan, Korea, and other nations in the Northern Hemisphere. Due to Alaska's strategic position, the state serves as the home for strategic Air Force and Army installations. These bases provide for quick military response to sites in the Northern Hemisphere.

Unlike Japan, Alaska is rich in natural resources. Among the resources found in abundance in the state are oil and natural gas, timber, fish, coal, gold, and other minerals. Whereas Japan is a highly industrialized society, Alaska is highly dependent on the development of its resources and without significant manufacturing.

Alaska is divided into six basic regions: Southeast Region; Copper River Region; Cook Inlet (or South Central) Region; Interior Region; Arctic Region; and Aleutian Island Region. Climate in Alaska varies greatly due to location of mountain ranges, the proximity to the ocean, the latitude of the various regions, and the effect of the Kuroshio Current (Japanese Current, also known as the Black Stream due to its deep blue color). This current brings up the warm waters from Honshu, off the east coast of Japan. Extremes of Alaskan temperature have ranged from near 100 degrees Fahrenheit in summer in central Alaska to frigid temperatures of more than 80 degrees Fahrenheit below zero in the deep of winter.

The vastness of Alaska is occupied by only half a million people. This represents less than one person per square mile. Thus the state, with four times the land area of Japan, has a scant 1/250th the population. Nearly one half of Alaska's population resides in Anchorage, the state's largest city, with other major population centers including Fairbanks, Sitka, and Juneau (the state's capital).

Like Japan, Alaska shares a position on the "Ring of Fire." Alaskans are accustomed to both volcanic and earthquake activity caused by the geologic newness of their state. The earthquakes sometimes create great ocean waves called tsunamis. These tsunamis travel at tremendous speeds across the Pacific and can cause great damage when they strike shores as distant as the West Coast of the U.S., Japan, and even South America. The 1964 Alaskan earthquake, one of the greatest quakes to ever hit North America, sent tsunamis which wiped out coastal villages.

ALASKA AND JAPAN: GEOGRAPHIC BASICS

Lesson Overview: This lesson has students examining basic information about Alaska, the United States, and Japan. Population, population density, locations, land area, and other information is discussed to help students understand the similarities and differences existing between the three.

Recommended Time: One class period

Objectives: Upon completion of this lesson the student will:

1. Compare and contrast various features and information between Alaska, Japan, and the Pacific Rim.
2. Use resources to locate information and interpret the information.
3. Develop and interpret graphs to show comparisons.

Materials: Resource materials including encyclopedias, almanacs, and other library reference materials.

Procedure:

1. Explain to students that to better understand Alaska and Japan it helps to examine basic information about the two areas. To gain this information students will be involved in an information scavenger hunt in the library, classroom, or as a homework assignment.
2. Pair students up with a working partner. Inform the class that these teams will be working together on an information scavenger hunt and distribute the worksheet for this lesson.
3. Have students conduct their work.

4. Discuss the results of the students' research and findings. Ask students the following questions:

   A. How did Alaska, Japan, and the United States compare in each of the following:

      - land area
      - population
      - location
      - climate
      - population density
      - literacy
      - life expectancy for men and women
      - population growth rates
      - per capita income

   B. Did some of the data vary? Why?

   C. Which areas of the research showed the greatest contrast? The greatest similarities?

5. Have students graph selected data and use a variety of graph styles. The work should be developed for display around the classroom upon completion. Use of color and/or computers is to be encouraged for the development of the graphs.

Evaluation: Have students record the areas of contrast and comparison that surprised them the most. Have them write about how some of these characteristics affect people's view of life.

Alaska, Japan, and the United States

A Geographic Scavenger Hunt

Student Names________________________________Date____________

Instructions: You and your partner are about to embark on a research scavenger hunt for information. Alaska, Japan, and the United States are alike in many basic ways, but also very different in others. Use various library sources to locate the information needed for this sheet. It is also important that you list your sources and the date they were published. This information is very important in conducting any research.

TO FIND	UNITED STATES	ALASKA	JAPAN
LAND AREA			
POPULATION			
POP. DENSITY			
LIFE EXPECTANCY			
LITERACY RATE			
LATITUDE RANGE			
LONGITUDE RANGE			
CAPITOL			
LARGEST CITY			
HIGHEST TEMP.			
LOWEST TEMP.			
HIGHEST MOUNTAIN			
CAPITOL AVE. TEMP			
MAJOR RELIGIONS%			
MAJOR MINORITIES			
BIRTH RATE			
PER CAPITA INCOME			

Distance and Direction: A Circular Connection

Lesson Overview: Alaska is located at the midpoint for travel between Japan, the eastern United States, and Europe. This important location has given the state the nickname "air crossroads of the world." This lesson is designed to review Alaska's important location and the concept of "great circle routes."

Recommended Time: one class period or more

Objectives: Upon completion of this unit the student will:

1. Use globe and map skills to determine distance and direction.
2. Understand the concept of great circle routes and why this idea is important to Alaska and Alaskans.

Materials: world maps, globes, string and tape.

Procedure:

1. Have students work in pairs or small groups with a map and a globe readily available.
2. Demonstrate the idea of great circle routes by showing how far a person would travel flying from Paris, France to Tokyo. To do this, conduct the following steps:
    - Demonstrate on a world map by using a piece of string. Calculate the distance traveled using the map scale and the "best" straight line route.
    - Record the distance and direction traveled on the chalkboard.
    - Next, repeat the same procedure using the globe. Tape the string on Paris and on Tokyo. Where does the "great circle route" take the person? Calculate the distance and determine the direction traveled.

- Compare the distances traveled.

3. Have students work in their groups to determine the following great circle distances and where the travel goes. Students can use string and tape to record their travels. This also will allow you to monitor their efforts.

    - Osaka to New York
    - Tokyo to Atlanta
    - Tokyo to Miami
    - Chicago to Tokyo
    - Osaka to Los Angeles
    - Rio de Janiero to Tokyo
    - Calcutta to Los Angeles

4. Review each of the above trips with students. What was the shortest distance using the great circle route? Where did the plane fly (over what lands and water)? It should become apparent during this exercise that Alaska is situated at a very important "air crossroads" location.

5. Describe how the restricted use of airspace over the Soviet Union and North Korea has limited international travel so that great circle routes can not always be used. Demonstrate how this affects great circle routes from Western Europe to Japan. Show on the globe how this political restriction has routed more air traffic through Alaska. A good example would be to show the British Air route from London to Tokyo (through Anchorage).

6. Discuss the benefits Alaska has received from its strategic location (military bases, international airlines, Federal Express, etc.).

7. Have students brainstorm other ways in which Alaska can use its location for advantage to Alaskans. List these on the chalkboard.

8. Have students select one of the possibilities listed in step five and write about how this strategy might be beneficial to Alaska in international trade, military, or other ways.

Into the Community:

1. Have students research into why their community is located where it is. What factors caused this site to be selected?

2. Are international businesses in your community? Why are they there? What factors caused them to be located in your community? Invite a presenter to share responses to these and student created questions in class.

3. Have students conduct research to determine international airlines flying into Alaska. What are their destinations? What is the flying time to various destinations in other nations?

Evaluation:

1. Examine the globes and string placement to check for understanding of the great circle concept.

2. Have students reflect upon the importance of Alaska's location in their Alaska/Japan Journal. Emphasis should be given to discussing how Alaska serves as a vital link to Japan, Europe, and the lower 48.

Enrichment Ideas & Assignments:

1. Locate information about the Federal Express international headquarters (or UPS) located in Anchorage. Why did they select this location? What type of business projections are they making? How does Alaska hope to capitalize on this new enterprise?

2. New, long distance 747 airplanes will be able to fly directly from Europe or the eastern United States to Japan without stopping in Alaska to refuel. Also, with warming relations between the Soviet Union and the Western world, they may choose to open their air space to others. Have students write or discuss the potential impacts of this new technology and political change on Alaska.

Population Predicament:
Pacific Peril?

Lesson Overview: This lesson compares and contrasts key demographic concepts and information between Alaska and Japan. Students will examine population, population density, and other demographic information to understand basic similarities and differences between Alaska, Japan and other nations on the Pacific Rim.

Recommended Time: One or two class periods.

Objectives: Upon completion of this lesson, the student will:

1. Understand contemporary demographic perspectives of Alaska and Japan.
2. Research, interpret, and use population information about Alaska, Japan, and other Pacific nations.
3. Compare and contrast geographic information about Alaska and Japan.

Materials: Almanacs, graph paper, and selected outline maps

Procedure:

1. Have students identify the land area of Alaska (570,833 square miles) and of Japan (143,574 square miles). Have them also determine the populations of Alaska (1987=525,000 est.) and Japan (1988=122,700,000).
2. Have students determine how much larger Alaska is than Japan in land area (about 4 times larger). Have them determine how much larger Japan's population is than Alaska's (about 250 times larger). Have them determine the same information comparing Japan to the entire United States. (The U. S. has about double the population of Japan and a land area nearly 25 times as large).

3. Have 25 desks represent the land area of the United States. Ask ten students to represent 25 million U.S. citizens each and sit at the 25 desks. All other students should stand on the sides of the classroom. Then, compare to Japan; have one desk represent the land area of Japan and five students represent the population of Japan (5 students to 25 million people=Japan's population).

4. Present the population density of Alaska (0.9 per square mile est. in 1987), the United States (est. 69 per square mile in 1988), and Japan (855 per square mile est. in 1988). Ask how this might make life different between Japan, Alaska, and the United States (e.g. housing, mass transportation, schools, foods, agriculture, sports, work, entertainment, businesses, foreign relations, etc.).

5. Have students research additional demographic information about Alaska, Japan, the United States, and other Pacific Rim nations like Singapore, Indonesia, China, the Soviet Union, Peru, Canada, and Australia. Have them research information including birth rates, literacy, life expectancy, amount of people under 18 or over 65, and other population factors.

6. Have students record their impressions, thoughts, and questions in the Alaska/Japan Journal.

Into the Community: Have students determine population data about their school and community and contrast with other cities in Alaska. What communities in Japan are the same size as your community? Have students contrast and compare their schools/communities with sister cities/schools in Japan if possible.

Evaluation: Use the record in the Alaska/Japan Journal to determine student progress.

Enrichment Ideas & Assignments:

1. Have students graph contrasting population data comparing Alaska, Japan, the United States and other Pacific Rim nations.

2. Utilize an outline map (from the *World Eagle* or *Maps on File*) and have students develop population maps which show population density, birth rates, and other demographic factors.

Students should develop keys to the maps and research any information needed.

3. Have students research the problems and challenges presented by a growing world population which is projected to double to over 10 billion people by the year 2028. Problems include the greenhouse effect, deforestation, hunger, disease, ozone depletion, energy needs, and desertification.

JAPAN TODAY: CREATING AN ISLAND

Lesson Overview: Today, Japan is creating a human-made island in the Pacific. This is another step in addressing the problem of overcrowding on the islands. This lesson is designed to have students use speaking and listening skills in groups to develop their own plan for a human-made island community. What must they address? Food, shelter, clothing, transportation, communication, governance, education, trade, family needs, and weather problems, among others.

Recommended Time: One class period or more.

Objectives: Upon completion of this lesson the student will:

1. Use speaking, writing, listening, and analytical skills to resolve a complex issue.
2. Use creative thinking skills.
3. Use individual and group problem solving skills.

Materials: Large paper or transparencies and markers.

Procedure:

1. Divide the class into groups of four. Have students select a group recorder, reporter, and another person to keep them on task.
2. Set the scenario for the students. Inform the students that they are a planning team whose task is to develop a plan for establishing a colony on an uninhabited human-made island. Students may select any geographic location for the island that they wish. Ask them to provide rationale for the location they select.

Instruct students that during their planning they must address the following concerns:

- food
- shelter
- clothing
- transportation
- communication
- governance
- education
- economy, jobs, and trade
- family needs
- weather problems
- name of the island
- moving people to the island
- others as desired; encourage relevant creativity

3. Have students record their information on large pieces of paper or on transparencies for use in reporting to the whole class.

4. Have each small group present their island to the class, addressing key points (from step #2).

5. Debrief and discuss the following questions:

   - What problems were encountered in setting up this new society?
   - What similarities were there between the plans? What major differences?
   - What problems do people generally face when moving to a new place? How were these addressed?

6. Have students individually reflect upon their group's society to project the benefits and liabilities facing individuals living there. What incentives might be required to entice people to live there? Have students record their responses in their Alaska/Japan Journal.

Into the Community:

1. Have students interview a person who has recently moved to Alaska. What difficulties and challenges did he or she encounter? Have students share their findings in class.

2. Invite a person to speak to the class who has helped to plan your local community. This might be a political leader or someone involved with rural/urban planning.

Evaluation: Have students identify the steps they followed in resolving the challenges involved in creating this new island community. Compare and contrast the procedures used in their problem solving.

Enrichment Ideas & Assignments: Have students meet back in their original groups of four to create a story about a family who has recently moved to their island. Each student is to assume the role of one of the members of the family. The "group" drama should show how the family dealt with or overcame some obstacle or problem related to living on the island. Have the mini-dramas presented to the class.

A BRIEF LOOK AT JAPAN'S HISTORY

Japan's earliest people, like Alaska's, came to the area by land bridges that were connected to the continent of Asia. Early Japanese are believed to have entered the island of Hokkaido and Kyushu from northeast Asia through Korea. Evidence exists showing human settlements in Japan as early as 50,000 years ago.

According to legend, Emperor Jimmu founded the first Japanese state in 660 B.C. However, recorded history indicates that the first Japanese state was established in the fifth century A.D. At this time the Yamato clan, located on the Yamato Plain of Honshu, was the most powerful group. This clan claimed that its supremacy extended from Emperor Jimmu and still claims the imperial throne today.

During the early centuries of the first millennium, Japan borrowed liberally from the culture of China. The Chinese system of writing and Confucian thinking arrived in the fifth century. Buddhism arrived in Japan in the sixth century. In 604, the religion was officially instituted by the emperor through the Shotoko Taishi code. For over more than the next two hundred years Japan sent diplomats to China to learn about Buddhism and Chinese culture. The influence of Buddhism and Chinese culture on Japanese culture remains strong today.

In 710, the first permanent capital was set up at Nara and patterned after an ancient Chinese capital. Before this time, the capital moved every time a new emperor took the throne. The time from 710 to 784 is known as the **Nara Period.** During this time, political subdivisions including provinces and districts were set up. The emperor appointed the executives of these subdivisions.

The capital moved to Nagaoka in 784 and on to Heian, now called Kyoto, in 794. The move to Kyoto signalled another era known as the **Heian Period.** This period lasted from 794 until 1185 and included outstanding developments in Japanese classical culture. Literature, art, religion, and Japanese language variations (from Chinese) flourished. The ***Genji Monogatari***, considered the greatest work of Japanese literature, was written during this era. This work, written by Lady Shikibu Murasaki, described life and culture in Kyoto around the time of the millennium.

Political struggles erupted late in the Heian Period and pitted two powerful warrior clans against each other. The Genji clan claimed victory in 1185 and instituted a strong military aristocracy. This started a period of feudal rule by military overlords which lasted for almost 700 years.

Japan developed foreign sea trade early in its history with China serving as the trading partner in the 15th century. Trade expanded to Western nations after ocean winds blew Portuguese traders off course to Japan in 1542. Soon, British, Spanish, and Dutch traders were competing with the Portuguese for trade with Japan. These early European traders introduced potatoes, tobacco, Christianity, and gunpowder to the Japanese.

The newfound religion, Christianity soon became a problem for Emperor Ieyasu. He kicked some missionaries out of Japan and executed others. Because the emperor believed that foreigners had caused problems, he banned all outsiders from Japan in 1640. After this, Japan allowed only ten Chinese ships and one Dutch ship to trade each year at the port of Nagasaki. This started a period of isolation for Japan which lasted over two hundred years.

In 1853, Commodore Matthew C. Perry arrived in Japan with U.S. Naval ships. He demanded that Japan open up to trade with the United States and in 1854 the two nations signed a treaty to this effect. Other Western nations quickly followed by signing their own treaties with Japan. Most of these treaties were unequal and favored the Western nations. These actions offended Samurai warriors, and they called for the nation to unite behind the emperor. Anti-Western acts, designed to drive the foreigners out, followed but failed. Struggles between the Japanese themselves also occurred, leading to the defeat of the ruling Tokugawa shogun in 1867. The restoration of imperial rule to Emperor Mutsuhito followed in 1868. The next year, the capital was moved to the city of Edo and renamed Tokyo. This new era in Japan's history was called the **Meiji Period** and lasted until 1912.

The Meiji government, in contrast to the prior ruling philosophy, sought Western knowledge for the purpose of modernizing Japan. They instituted the Meiji Constitution in 1889. This document gave sovereignty to the "divine emperor" and, among other provisions, created a bicameral legislature called the **Diet**.

War and conflict were very evident in the century following Perry's arrival in Japan. Conflict with Western nations and civil disputes were followed by war with China in 1894-5. Japan quickly won the war and, to keep Japan from seizing control of Korea, China recognized Korea's claim to independence. If Korea was a sovereign state, neither Japan nor China could claim control of it. Japan gained Taiwan and other lands in the treaty ending the Sino-Japanese War. Russian concerns over land gained on the Liaodong Peninsula in the treaty led to Western action designed to block Japan from receiving the peninsula. This upset the people of Japan, who felt that war was needed to remove Russia from Manchuria. This would also establish Japan as Asia's strongest power.

The Russo-Japanese War of 1904-5 proved the true power of Japan. Japan gained important victories at Mukden, Port Arthur, and the tremendous naval battle in the Strait of Korea. Japan gained an important foothold in Korea with this victory and made Korea a protectorate in 1905. Five years later the Japanese empire annexed Korea.

War came again to Japan with World War I. Japan declared war on Germany and became one of the Allies. The Treaty of Versailles, which ended the war, contained provisions for giving Japan special interests in China and lands which were formerly German possessions in the Pacific. For the third time in twenty-five years, Japan had been victorious in battle and had gained international prestige with its military power.

World War I had also sparked the economy of Japan. Trade to war-torn Britain and France and other nations increased. Industries such as textiles prospered. All of this crashed with the global depression which hit in 1929.

Multinational attempts to limit naval power in the Pacific marked the 1920's. Many in Japan viewed these limits as restrictive for their nation and their interests in the Asian mainland, in general, and China specifically. Military officers and others maintained an attitude of Japanese superiority and the need to have Japan rule Asia.

Japan had troops stationed in Manchuria in 1931. An explosion by a rail line guarded by Japanese troops occurred at Mukden in September. This provoked a series of events resulting in occupation of all of Manchuria by 1932. Japan then set up a puppet nation called Manchukuo which fell under

Japan's protection. The fall of Manchuria also caused the eventual fall of Japan's government to the military and bureaucracy. Western nations were very critical of Japan's actions and, in retaliation, Japan quit the League of Nations in 1933. At the same time the nation moved further into China and closer to the Axis nations. In 1936, the Anti-Comintern Pact was signed with Germany and Italy. The year also saw Chiang Kai-shek declaring war on Japan because of their intrusions into China. War broke out in 1937.

Japan quickly swept to victories in China conquering the cities of Shanghai, Nanking, Hangzhou, Canton, and even Beijing. This forced China to move its capital to Chongquig. These actions brought the Japanese into greater conflict with European nations and the United States. To secure its international alliance, Japan signed the Tripartite Treaty of Alliance with Germany and Italy in 1940. This Alliance quickly set the world aflame with World War II.

On December 7, 1941 (December 8th west of the international date line), Japan attacked Pearl Harbor in Hawaii, and the Philippines, Hong Kong, Singapore, Guam, Wake Island, and Malaya. The World War had come to the Pacific. Because the United States was not ready for war, Japan swept to early victories. Japan's reach by mid-1942 extended from the Aleutian Islands in Alaska, southward to the Marshall and Gilbert Islands, and West as far as Burma.

The United States was quickly building up its forces to strike back at the Japanese military machine. The turning point of the war came at the Battle of Midway where the United States won a smashing naval victory. It soon became evident that Japan had underestimated the strength of the American forces and soon they were retreating back towards Japan. In 1944, the U.S. took Saipan. This put U.S. planes within striking range of Tokyo. Japan's political structure then began to deteriorate. Shortly thereafter, U.S. forces dropped atomic bombs on Hiroshima and Nagasaki. Japan quickly surrendered.

Japan was a devastated nation after the war. The cities, political structure, and the economy were ruined. Thirty percent of the population was homeless and productivity was one-fourth what it had been before the war. Japan was now an occupied nation, and would remain so for over six years.

Japan received a new constitution in 1947. The new document took divinity away from the Emperor and retained him as "the symbol of the state and of the unity of the people." The bicameral National Diet possessed the most power. The new constitution gave women equal rights and forced Japan to renounce the right to make war, have armed forces, or use force to resolve international conflicts. Japan's transition from being an occupied land to an independent nation occurred uneventfully in 1952.

Japan's economy received a boost with the onset of the Korean War in 1950. The United States used Japan as a take off point for military efforts in Korea. The U.S. also purchased many goods and services for use in the war effort. By 1955, Japan's Gross National Product (GNP) was higher than it had been before World War II. More rapid growth occurred, the GNP grew an average of 10% a year until 1967, and expansion continued into the 1970's. A brief economic downturn occurred in 1973 with the Arab oil boycott. Further economic growth followed with Japan evolving into the second largest economy in the world today.

Japan's leadership in the world today is truly remarkable considering its state at the end of the second world war. It has become the world's leading creditor nation and a global trading and economic giant. Its government is one of the most important in shaping global decisions. Still adhering to its constitutional principle of not possessing military forces, Japan has clearly become one of the most powerful nations in the world.

IMPORTANT DATES IN JAPANESE HISTORY

COMPILED BY DOUGLAS A. PHILLIPS

INTRODUCTION: This chart provides a chronological overview of selected important events in Japan's past.

100,000 BC	•Japan first inhabited earlier than this date
600 BC	•Legend indicates that Emperor Jimmu founded the Empire
400	•First definite records of Japanese history
405 (est.)	•Japan adopts the Chinese writing system
552	•Buddhism introduced into Japan by Emperor Taishi
604	•Buddhism adopted by Japanese emperor
636	•Rise of feudal nobility
645	•Taikwa reform limits nobility power
710-784	•Nara period, Nara established as capital (710) •Country divided into provinces and districts •New ideas in landownership, military, and taxation introduced
794-1185	•Heian period
1010	•Genji Monogatari written by Lady Shikibu Murasaki
1185-1333	•Kamakura period
1200 (est.)	•Zen sect of Buddhism introduced in Japan from China
1232	•Joei Law Code introduced by shogunate
1274,1281	•Failed attempts by the Mongols, under Kublai Khan to invade Kyushu
1338-1573	•Ashikaga period
1543	•Portuguese land in Japan with firearms
1549	•Francis Xavier starts Christian missionary movement into Japan
1590	•Japan unified by Toyotomi Hideyoshi
1592,1597	•Japan attempts to conquer Korea under Hideyoshi •First persecution of Christians in Japan (1597)
1603-1868	•The Tokugawa period
1614	•Shogun Tokugawa Ieyasu bans Christianity in Japan
1640	•Japanese prohibitions against foreigners put in place
1688-1704	•Genroku calendrical era (cultural renaissance in Japan)
1853	•Commodore Matthew C. Perry arrives in Japan to "open doors"

1854	•Convention of Kanagawa
1868	•New Capitol established at the city of Edo and renamed Tokyo
1868-1912	•Meiji restoration period
1872	•Universal education instituted
1873	•Universal military conscription instituted
1877	•Satsuma Rebellion
1889	•Meiji Constitution enacted
1890	•First session of the Imperial Diet
1894-5	•Sino-Japanese War (Korea was the main issue) •Taiwan annexed
1900	•Shintoism reinstated against influence of Buddhism
1902	•Anglo-Japanese alliance
1904-5	•Japan wins Russo-Japanese War, Treaty of Portsmouth (1905)
1910	•Japan annexes Korea
1911	•U.S.-Japan commercial treaty signed
1914-1918	•World War I: Japan participates as a member of the Allies
1915	•Twenty-one Demands issued to gain foothold in China
1918	•Urban rice riots
1919	•Treaty of Versailles awards former German lands in China to Japan •Japan officially recognized as one of the "Big Five" nations
1922	•Japan-U.S. Naval treaty signed
1923	•200,000 died in an earthquake which destroyed Tokyo and Yokohama (registers 8.3 on Richter scale)
1925	•General suffrage for men is allowed
1926	•Hirohito succeeds Yoshihito, his father, as Japan's 124th Emperor
1930	•U.S., Japan, United Kingdom, France, and Italy sign treaty for Naval disarmament •World depression reaches Japan •Premier Hamaguchi assassinated
1931	•Mukden Incident •Japan invades Manchuria
1932	•Japan sets up Manchuria as a "puppet state" named Manchukuo
1933	•Japan leaves the League of Nations
1934	•Japan renounces naval treaties of 1922 and 1930
1936	•Germany and Japan sign Anti-Comintern Pact •Chiang Kai-shek (China) declares war on Japan
1937	•Shanghai, Beijing, and Nanjing (China) fall to Japan
1940	•Germany, Italy, and Japan sign military and economic treaties

1941	•Japan bombs Pearl Harbor (Hawaii), December 7 •U.S. and United Kingdom declare war on Japan, December 8 •Hong Kong surrenders to Japan •Philippines invaded by Japan
1942	•Japan invades Dutch East Indies and Burma •Japan captures Singapore, Rangoon, Kuala Lumpur, and Java •100,000 Japanese Americans interred in camps in U.S. •Japan occupies Bataan and force "Bataan Death March" •Tokyo bombed by U.S. forces •Japan invades the Aleutian Islands in Alaska
1944	•Premier Tojo and his cabinet resign
1945	•First and second atomic bombs used at Hiroshima and Nagasaki •USSR declares war on Japan •Japan loses World War II and is occupied by U.S. forces
1946	•Power transferred from Emperor to an elected assembly
1952	•Occupation ends and Japan's independence is restored
1954	•U.S.-Japan defense treaty signed
1956	•Japan is admitted to the United Nations •Japan restores diplomatic relations with the Soviet Union
1972	•Ryukyu Islands returned by the United States to Japan •Kakuei Tanaka elected as Japan's Premier •Japan restores diplomatic relations with China
1973	•Middle East oil embargo enforced on Japan and U.S.
1977	•Sadaharu Oh becomes most prolific home run hitter in professional baseball when he hit his 756th home run
1978	•Peace and friendship treaty signed with China
1982	•Yasuhiro Nakasone becomes Prime Minister
1986	•JAL plane crashes into Mt. Ogura, Japan, killing 520 in the world's worst single plane air disaster
1987	•Noboru Takeshita becomes Prime Minister •U.S. imposes 100% tariffs on Japanese electronics
1989	•Emperor Hirohito dies •Recruit Co. scandal topples Prime Minister Takeshita •U.S. President names Japan trade practices as unfair (along with Brazil and India) •Sousuke Uno elected Prime Minister but serves only seven weeks •Toshiki Kaifu is elected Prime Minister
1990	•New Emperor Akahito Hirohito crowned (son of the late emperor)

IMPORTANT DATES IN ALASKAN HISTORY

COMPILED BY DOUGLAS A. PHILLIPS

This chart provides a chronological overview of important events in Alaska's past.

3,000-4,000 BC	•Last migration from Asia to Alaska through Beringia
1741	•Vitus Bering lands in Alaska
1742-1790	•Thousands of Aleuts enslaved and killed by Russians
1784	•First Russian settlement in Alaska on Kodiak Island
1799	•Baranof establishes Sitka as a Russian post
1867	•United States buys Alaska, "Seward's Folly," from Russia for $7,200,000
1896	•Gold discovered
1898	•Gold rush to Nome, Alaska
1900	•Juneau incorporated
1903	•Fairbanks incorporated
1920	•Anchorage incorporated
1942	•Attu and Kiska Islands occupied by Japanese forces
1943	•Japanese driven out of Alaska
1956	•State Constitution ratified
1959	•Alaska becomes the 49th U.S. state
1964	•Good Friday earthquake registers 8.4 on the Richter scale and kills 131
1968	•Oil and gas found at Prudhoe Bay
1971	•U.S. Congress passes the Alaska Native Land Claims Settlement Act
1973	•First Iditarod Trail Sled Dog Race
1977	•Trans-Alaska pipeline completed •First Inuit Circumpolar Conference hosted by North Slope Borough
1980	•Permanent Fund created by the Alaska Legislature •President Carter signs Alaska National Interest Lands Conservation Act
1983	•KAL flight #007 shot down over Soviet airspace after departing Anchorage
1989	•Major oil spill in Prince William Sound by the *Exxon Valdez*

TIMELINE TIES: Looking at History

Lesson Overview: This lesson will have students investigating the history of Japan and Alaska and developing a timeline showing important historical events for each. A sample timeline is included for the teacher along with a student worksheet master. Reproducible masters of readings and important events in Alaskan and Japanese history are also contained in this guide.

Recommended Time: One to three class periods

Objectives: Upon completion of this lesson the student will:

1. Develop a timeline for Alaska and Japan.
2. Identify key historical points in the histories of Alaska and Japan.
3. Understand important events in the history of Japan and Alaska and determine cause(s) and effect(s) of these events.
4. Conduct historical research on selected events in Japan's history.

Materials: Handouts provided in this guide and the chronological handouts on Japan and Alaska for the students or the teacher. Reproduce the provided important dates in Alaskan and Japanese history as needed. The reading on the history of Japan should also be reproduced for students.

Procedure:

1. Reproduce the reading titled "A Brief Look at Japan's History" and distribute the reading to students. Have students take notes on their reading which ask questions or list items of special interest.
2. Discuss the students questions and comments about the reading with the class.

3. Have students pair up with another student. Inform them that they will be working cooperatively to develop a timeline contrasting the history of Alaska and Japan. Provide examples of timelines to students from textbooks or other sources.

4. Hand out the student worksheet on Timeline Ties and the handouts titled "Important Dates in Japanese History" and "Important Dates in Alaskan History."

5. Have students use the Alaska and Japan handouts and other sources to identify key historical events to include on their timeline.

6. Discuss the items/dates that students included/excluded on their timelines. What was their criteria for inclusion? Did the criteria vary between Alaska and Japan? If yes, why? What major items were excluded? Why?

Into the Community:

1. If possible, develop a class bulletin board timeline of key local ties to Japan or a compilation of the timeline events developed in class.

2. Have students develop a personal or family timeline including key events related to Alaska and Japan (e.g. buying a Toyota, moving to Alaska, travel to Japan, WW II, etc.)

3. Have students research the activities of Japan in Alaska during World War II. Invite local historians, military personnel, or participants in the Aleutian Islands battle if they are available. Persons involved in the building of the Alaska Highway may also be useful in discussing activities in Alaska during World War II.

Evaluation: Have students tell a partner what they believe is the most significant event in the history of Alaska and Japan. Have them explain the rationale for their choices. Have students also write about their choices in their Alaska/Japan Journal and also have them explain how timelines are useful in helping us to understand history.

Enrichment Ideas & Assignments:

1. Have students write a one page news report as a reporter "on the scene" of one of the Japanese/Alaskan events. Have them include the who, what, when, why, and how information in their article.
2. Have students project the next important event that might be included on the timeline and provide supporting rationale.
3. Have students select one event from the list "Important Dates in Japanese History". Have them research the event in greater detail and write about the cause(s) and effect(s) of the event.
4. Have students develop a play or drama about selected events from Japan's or Alaska's history. Have the event presented to the class or younger students in elementary schools.

ALASKA AND

DIRECTIONS: Identify important dates and events i
timeline provided on this sheet. Alaskan events sh
below the line. Make sure to put the date markin
needed to properly complete your timeline.

ALASKA

JAPAN

JAPAN TIMELINE

n the history of Alaska and Japan. Put the events on the
ould be placed above the timeline and Japanese events
gs on your timeline. Use additional sheets of paper if

WITNESS TO HISTORY

Lesson Overview: In this lesson, students will conduct historical research and "mentally" transport themselves back in Japanese history. They will be using their research to develop an oral testimony which they will give to the class. They will act as a witness to the historical event selected or assigned. Two or more students may select (or be assigned) the same event and play different roles to demonstrate how perspective can change historical reporting and accuracy.

Recommended Time: Two to three class periods

Objectives: Upon completion of this lesson the student will:

1. Conduct research and develop an understanding of historical perspective and how it can change or even distort an account.
2. Integrate speaking and listening skills with their knowledge of Japanese history.

Materials: None

Procedure:

1. Have students discuss events or activities that they have recently witnessed (e.g. a basketball game, accident, fight,etc.). Did everyone see the event in the same way? What other normal events in life yield different perspectives? Examples might include arguments with family members or a friend, different cultural perspectives, or legal battles.
2. Inform students that they will be "witnessing" an event in Japan's (or Alaska's) history. Students may either select events from the reproducible information sheet, "Important Dates in Japanese History" or from other sources. One or more students may select the same event but they should be presented with

differing witness roles. To increase the variety of events, the teacher may want to have a "drawing" of selected key occurrences.

3. Tell students that they will be giving a 3-5 minute testimony to the class on what they have witnessed and that the class will be encouraged to challenge their testimony with questions.
4. Allow students time to conduct research on their event.
5. Have students present their testimony to the class. If more than one student has the same event, have them present their differing roles in sequence and allow the class to question both (or all) perspectives.
6. Discuss how perspectives changed the historical reporting that witnesses gave.
7. Have students write in their Alaska/Japan Journal about how the perspective of a person can distort or enhance historical accuracy.

Into the Community: Invite a local historian to explain the influence that perspective has upon historical accuracy.

Evaluation: Review the content and perspective of the student testimony and the writings in the Alaska/Japan Journal.

Enrichment Ideas & Assignments: Have students develop a newspaper or television program featuring a specific time period in the history of Japan. An example might include Japan before or during World War II.

Cultural Geography of Japan

Japan fascinates many Westerners today. While the United States has a history of a little more than 200 years and is comprised of a vastly heterogeneous population, Japan has cultural traditions which date back over 2,000 years and is predominantly homogeneous. The people of Japan share a common heritage and a common language. During the 1950's and 1960's, massive changes occurred in Japanese society. During this time, known as the period of "High Economic Growth", the nation experienced a dramatic population shift from the country to the cities, coupled with rapid rises in land prices. The Japanese have a long tradition of living in harmony with nature. To a large extent, the shift in population from rural to urban has had a negative effect on the relationship between the individual and nature.

Prior to World War II, families in Japan tended to be large, often with five or six children. Since 1945, the average size of the Japanese family has dropped, with many Japanese couples choosing to have only one or two children. Traditionally, it was common for parents, children, and grandparents to share one home. Married women were expected to obey their husbands and their husbands' parents. This created a large measure of stress for many young wives. In general, couples in Japan marry at a slightly older age than their American counterparts, at about age 28 for men and 25 for women. It has been customary for the groom's family to bear the cost of the wedding for it was assumed that the bride's family was losing a daughter while the groom's family was gaining a daughter-in-law. In the past, most marriages were "arranged" either by parents or a selected go-between. Today, only about a third of all marriages are so arranged, and more often than not the arrangement merely sets up the opportunity for young people to become acquainted. Before 1945, divorce was very rare in Japan. However, though the divorce rate is still one-quarter that of the United States, the number of divorces each year is on the rise.

Perhaps because of the increase in economic growth and the rise in Western influence, the Japanese family has changed dramatically over the past forty years. Currently, 75% of all Japanese households, excluding single-person households, consist of a nuclear family (a family with parents and children only). Despite this trend, a survey of the Japanese population taken in the 1980 showed that a sizeable portion of the population still preferred living in three-generation families if possible.

As in the United States, Japanese families have experienced a shift in the traditional roles assumed by men and women. In the past, men took on the responsibility of earning a living while the women took care of the home and children. Today these roles are becoming less distinct with a growing number of women working outside the home and men taking a greater share of the responsibility for home and child care. Japanese children still demonstrate a strong commitment for taking care of their parents during their retirement years. This responsibility often falls on the eldest child in the family.

The Japanese have demonstrated a strong commitment to education. School attendance is mandatory for all students, ages 6-15. The educational system has five stages: kindergarten, one to three years; elementary school, six years; middle school, three years; high school, three years; and university, four years. All students attend elementary and middle school. To attend high school and the university, students must pass very difficult competitive examinations. Approximately 94% of all middle school students go on to high school while about 35% of all high school students attend the university. Successful completion of high school and university is very important for securing a top job with one of Japan's many companies. For Japanese students, the school year begins on April 1 and ends on March 31 with three semesters for middle school and two for high school. The longest break, usually six weeks, is in the summer with other breaks coming around New Years and in the spring. Schools in Japan participate in both festivals and athletic events and provide a wide variety of extracurricular activities. Though the Japanese language is very complex, elementary school students are expected to master 881 basic characters and high school graduates are required to know 1,850. Despite the difficulties of the language, Japan has a higher literacy rate than the United States with more than 99.7% of its people able to read and write.

There are three major religions in Japan today: Shinto, Buddhism, and Christianity. Shinto is native to the country and centers on the belief that spiritual forces live in natural objects such as rocks, trees, and mountains, demonstrating the traditional Japanese respect for nature. Later, Shinto came to include the worship of ancestors and heroes. About 112.1 million Japanese have affiliation with Shinto though its influence is much weaker with younger members of the population than their elders.

The Buddhist faith originated in about the 5th century B.C. and was brought to Japan around the 6th century A.D. Buddhism has greatly influenced Japanese art, culture, and thought. Buddhists believe that happiness can be achieved by overcoming ones own selfish thoughts and desires and that material things are not important in life. About 88.9 million Japanese claim some affiliation to Buddhism. Japanese have tended to blend both Shinto and Buddhism together, accepting the positive features of both.

In addition to Shinto and Buddhism, 1.7 million Japanese practice Christianity, which Saint Francis Xavier, a Roman Catholic missionary introduced to the islands in 1549. The Japanese Constitution grants freedom of religion to the Japanese.

Japanese celebrate a number of holidays and festivals each year. New Year's Holiday, from January 1st to 3rd, is the most important holiday of the year. During this time, many Japanese dress in their best kimono and go to a local temple or shrine to pray for health and happiness in the coming year.

The most important summer festival is know as Obon or the Festival of the Dead and is celebrated on August 13-16. This festival honors the memory of one's ancestors and holds that, at this time, the spirits of the departed will return to their homes. Families travel back to their traditional homes to be with loved ones for this celebration.

Other important festivals include the Hina matsuri Festival (March 3rd) which is known as the Doll's Festival for girls; Children's Day (May 5th), when large cloth streamers shaped like Carp are flown from tall poles; Tanabata or Star Festival (July 7th) which celebrates the joining of two distant lovers for a single night each year; and Seven-Five-Three or Shichi-Go-San (November 15) when seven year old girls, five year old boys, and all children aged three are dressed in kimono and taken to shrines for blessings. Though Christmas and Easter are not official holidays in Japan, over 1.7 million Japanese celebrate them.

The Japanese practice many customs which are not found in the United States. For example, it is common practice for Japanese to bow to one another when greeting someone or as a gesture of respect. There are many terms in the Japanese language which are specifically designed to show courtesy and sensitivity to others. Yet another custom which is very different than those in the United States is that of bathing. The bath is never used for washing, only for soaking and relaxing. All members of the family use the same bath water and often there are accepted rules for who bathes first and last. The Japanese also have very practical customs such as removing shoes before entering a home in order to maintain cleanliness and sitting on the floor in order to avoid the need for lots of furniture.

While Japanese still make use of the kimono for special or ceremonial occasions, tourists to any major city in Japan see clothing very similar to that seen on the streets of Anchorage or New York. Major shops in Japan carry a wide variety of fashions from around the world and Japanese designers are becoming increasingly well known to Westerners.

The Japanese are very proud of their country and its accomplishments. Occasionally, outsiders see this pride as exclusive, tending to shut out others. Many Japanese express the feeling that goods and services in Japan are superior to those in other countries, including the United States. These attitudes can cause strained relations with other nations.

CULTURAL DIVERSITY IN ALASKA AND JAPAN

Lesson Overview: One of the great contrasts between Japan and Alaska is in the cultural diversity of the populations. Alaska is graced with great cultural diversity. In Anchorage alone, over 100 languages are present in the elementary and secondary student population. Alaska's cultural diversity includes the rich Native cultures as well as cultures which have come to the state more recently from all corners of the world. In contrast, Japan has a very homogeneous population. Over 99% of the population is Japanese and only Koreans make up a substantial minority community. While some Alaskan communities are relatively homogeneous in cultural composition, this lesson will help students to recognize the great contrast in cultural diversity between Japan and Alaska.

Recommended Time: one to three class periods.

Objectives: Upon completion of this lesson, the student will:

1. Identify the cultural heritages present in the local schools and community.
2. Understand that Japan is a very homogeneous nation.
3. Appreciate Alaska's cultural diversity and that some of the communities in the state are very similar in culture.
4. Appreciate the contributions of diverse cultures and of cultural and ethnic similarities and differences.

Materials: A wall map, various library and local resources about the cultural composition of the school district, the local community and Alaska.

Procedure:

1. Alaska has a great wealth of cultural diversity. Have students identify cultures that are represented by the students in the classroom.

2. Extend step one into a research homework assignment about the diversity existing within the entire school population. How many different cultures are present? Is the school population very similar or mixed in cultural composition?

3. Explain that many communities in Alaska are very multicultural (e.g. Anchorage) while many rural communities are very homogeneous. Discuss how this contrasts with Japan, a very homogeneous nation.

4. Understanding that there is no correct answer, have students discuss the advantages and disadvantages of living in a community which is culturally diverse or culturally homogeneous. Discuss both types of societies separately using a "T" chart (see below).

Advantages	Disadvantages

5. In small groups, have students analyze how cultural homogeneity has helped Japan and how cultural diversity has helped Alaska. How has it served as a disadvantage to each society?

6. Have students write a letter in their Alaska/Japan Journal to a student in Japan explaining the cultural composition of the class/or school. Also have them reflect upon the positive elements that cultural diversity brings to Alaska and the United States. How does this diversity help us in conducting foreign trade, expanding our diet, music, etc.

Into the Community: Have students conduct research into the cultural diversity existing in their community and the state of Alaska. How many cultures are evident?

Evaluation: Observe the group work and the Alaska/ Japan Journal to check for understanding. Special attention should be given to students expressing stereotypical or racist viewpoints. This is a sensitive area, but students should become appreciative of both similarities and differences in culture and ethnicity.

Enrichment Ideas & Assignments: Have students investigate their own cultural heritage. Reaching back through family research, locate as much information as can be readily collected. Use a wall map of the world and have students, using colored yarn or string, map the linkages from their roots to your community. Use a special star or other symbol to reflect students with Alaska Native heritage.

Alaskan Attitudes Towards Japan

Lesson Overview: Alaskans, like all Americans, shape their attitudes towards other people and nations by assimilating information from a variety of sources. Sometimes these attitudes reflect stereotypes. This activity is designed to have students develop a survey with which to poll people in their own community concerning local attitudes about Japan.

Recommended Time: 3-5 class periods.

Objectives: Upon completion of this lesson the student will:

1. Utilize speaking, writing, and listening skills in group work.
2. Determine local attitudes about Japan and the Japanese people.
3. Use an integrated approach to completing a task involving math, language arts, and social studies.
4. Utilize personal and communication skills in interviewing community members.

Materials: Magazine article or newspaper report about the results of a poll/survey.

Procedure:

1. Show students the results of a recent poll from a newspaper or magazine. Have students discuss how that poll might have been conducted.
2. Inform students that they will be developing and conducting their own survey of local attitudes about Japan and/or the Japanese people. To pursue this, conduct the following steps:

A. In small groups of 3-5 have students brainstorm questions about the subject that they would like to ask local community members. Have a student in each group selected to record and report.

B. Have students report back to the whole class and select/combine/refine questions for use in the poll. Have the poll printed and allow the class to revise the work.

C. Have students hypothesize in their Alaska/Japan Journal what they believe the survey results will indicate.

D. Have students conduct the poll with members of the community and/or school. Talk about the importance of proper and accurate reporting. Have each student interview at least ten persons and set a date for completion of the interviews.

E. Have students compile their results and graph the results. Have them determine how large their sample was and the percentage of the target population that was polled.

F. Discuss the results. What responses surprised them? Did Alaskans stereotype Japan or the Japanese people? Did some responses show a lack of knowledge about Japan? How did group responses vary (e.g. women vs. men, students vs. adults)?

Into the Community: Have students write and submit a press release on the results of their poll to local/regional newspaper(s).

Evaluation: Have students record their findings in their Alaska/Japan Journal and comment on what they found to be of interest in the activity and how the results did or did not surprise them.

Enrichment Ideas & Assignments: Have students locate Gallup polls or others that have surveyed American attitudes about Japan or Japanese attitudes about the United States. How do these results compare with the class survey?

SHORT STORY WRITING ABOUT LIFE IN JAPAN

Lesson Overview: In this lesson students will learn about life in Japan through the experience of creating a fictitious story about life in that country. Students will assume the role of an American character who has recently moved to Japan to live for a year. If the class is fortunate enough to have a student from Japan, reversing the roles would be most interesting!

Objectives: Upon completion of this lesson the student will:

1. Use writing to develop a narrative though listening, speaking, reading and writing activities.
2. Research information about day-to-day life in Japan and understand how it differs from life in the United States.

Time: This lesson may take as little as one week or may extend much longer as a part of an integrated language arts and/or social studies unit.

Materials: Large pieces of chart paper and markers; writing materials including paper, pens, or word processors; access to resource materials and/or resource people about life in Japan.

Procedure:

1. Have student make a class list of information that they know about life in Japan. Discuss these observations and alert students to potential sources for research on the country.
2. Inform the students that they are going to write a short story in which they play the role of an American student who moves to Japan for a year. In the story, they will deal with the difficulties of adjusting to a different culture, the interesting similarities and differences in the culture, etc.

3. To get ready for writing, conduct a visualizing activity to set a stage for their writing. To write a story, the student must be able to fully identify with a character in the narrative. Tell the students to imagine themselves placed in the position of living in Japan for a one year period. Then have them close their eyes while the teacher talks them through the following questions:

   a) How old are you?
   b) What is your name?
   c) What do you look like? (physical description)
   d) Where have you lived all of your life?
   e) Think about your family. Do you have brothers and sisters? What are their names and ages? How old are your parents? What are their names?
   f) Do your parents work outside the home? What are their occupations?
   g) What are your friends' names?
   h) What are your favorite foods?
   i) What are your hobbies?
   j) What do you like most about where you live in the United States? What do you like least?

4. Ask the students to open their eyes. Go back through the questions a second time. This time students should write the information down on paper. The students are to assume the role of this character during the writing of the narrative.

5. Students may work individually or in pairs. On chart paper, have students create an organizing map for their short stories. If working together, both characters should appear in the story. Students should include information about who will be in the story, what the setting and time of the story will be, what the plot of the story will be (what will happen and in what order), and what the atmosphere or emotional climate will be (scary? adventuresome?).

6. Have students complete the writing of their stories, using outside resources as needed. Time should be provided for reading stories to other students for peer response. Students should revise stories based on responses from fellow students and the teacher. Final stories should be shared with the class orally and/or in a published class anthology.

Into the Community: Have students seek out a member of the community who has lived in Japan for an extended period. Ask that person to visit the class to discuss his/her experiences.

Evaluation: Students may be evaluated on the quality of their written product, their success in working with groups, and the accuracy of the information included in their writing.

Enrichment Ideas & Assignments: Have students write a letter to a friend "back home in the states" about the experiences he or she is having in Japan. These letters may be shared by reading or posting.

HOLIDAYS AND FESTIVALS IN JAPAN

Lesson Overview: Holidays and other celebrations are an important component of any culture. This is the case in Japan. This lesson will introduce students to important Japanese celebrations and review important celebrations in the United States and Alaska. Emphasis should be placed upon the meaning of the holiday/festival.

Recommended Time: Two class periods or more

Objectives: Upon completion of this lesson, the student will:

1. Identify important holidays in Japan, Alaska, and in the United States.
2. Understand the meaning/importance of holidays in Japan.
3. Review the meaning/ importance of holidays and celebrations in Alaska and the United States.

Materials: "Holidays and Festivals in Japan" Student Information Sheet; calendar, encyclopedia and/or other library resources; large paper or transparencies with pens.

Procedure:

1. Introduce students to the area that will be discussed today, holidays and festivals. Divide students into working groups of 3-5 people.
2. Have students list holidays and celebrations of importance to either the United States and/or Alaska. Only 5-10 minutes will be needed for this task and groups should record their information on large sheets of paper or on transparencies.

3. Have the groups share their information with the class and compile a class master list for Alaska and the U.S. holidays and celebrations.

4. Have students return to their groups to define why these holidays exist and their meaning. Specificity is encouraged.

5. Discuss the annual celebrations and have students share their information for each event.

6. Ask students to share holidays or festivals that they know are celebrated in other nations, cultures, or religions.

7. Ask specifically about holidays celebrated in Japan. Few will probably be listed by students.

8. Hand out the student information sheet titled " Holidays and Festivals in Japan" which is provided in this teacher's guide.

9. Have students discuss the probable meaning or importance of 3-5 of the Japanese celebrations. This can be a group activity or a homework assignment. These hypotheses should be recorded by students in their Alaska/Japan Journal.

10. Assign students to research a Japanese holiday or festival. This can be done by either individuals or pairs as a homework assignment.

11. Have students share the meaning and importance of their holiday with the class. They should also present the events that normally accompany the celebration.

12. Have students write in their Alaska/Japan Journal about their favorite Japanese holiday or festival and why they favor it. Have them write a letter to their government representative explaining why the holiday should be celebrated in the United States and/or Alaska.

Into the Community:

1. Identify celebrations of local importance. Develop activities which will have students actively involved in the next celebration.
2. Have students select an upcoming Japanese holiday or festival and host the celebration for other students, parents, and the community. This is very effective when the guests are students from elementary schools.
3. Invite local presenters to share costumes and traditions associated with the holidays and festivals celebrated in Japan.

Evaluation: Review the Alaska/Japan Journal to check for understanding and observe classroom presentations and group work.

Enrichment Ideas & Assignments: Have students assigned to research holidays and special events in Alaska and the United States. Have them determine the meaning, history, and importance of the celebration and what presently occurs locally to commemorate the event. Have students discuss what they can do to improve or participate in the local celebration

HOLIDAYS AND FESTIVALS IN JAPAN

Student Information Sheet

This sheet provides and overview of important holidays and festivals in Japan. Use this information to conduct activities as directed by the teacher.

January 1	New Year's Day (Ganjitsu)
January 15	Entering Adulthood Day
February 11	Commemoration of the Founding of the Nation
March 3	Girl's Festival (Hina matsuri)
March 20 or 21	Vernal Equinox Day
April 29	Greenery Day
May 3	Constitution Day
May 5	Boy's Festival (Tango no sekku)
July 7	The Star Festival (Tanabata)
Mid-August	Festival of Souls (Obon)
September 15	Respect for the Aged Day
September 23 or 24	Autumnal Equinox Day
October 10	Health-Sports Day
November 3	Culture Day
November 15	Seven-five-three Festival (Shichi-Go-San)
November 23	Labor Thanksgiving Day
December 23	Emperor's Birthday
December 25	Christmas

GETTING TO KNOW YOU: CREATING BIOGRAPHIES

Lesson Overview: One valuable way of learning about another culture is to meet and talk with members of that culture face-to-face. In this lesson, students will have the opportunity to interview a student or an adult from Japan in order to gain a deeper understanding of both the person and the culture.

Objectives: Upon completion of this lesson, the student will:

1. Research and acquire information about Japan and its people.
2. Review questioning strategies.
3. Have learned basic facts about writing a biography.
4. Use listening, speaking, reading, and writing to learn content about Japan.

Time: Variable. If the unit is carried to its fullest point of completion, instruction may run several weeks as it is woven in with other interdisciplinary or thematic studies.

Materials: This unit requires the writing of a biography. Materials which may be helpful include, tape recorders, chart paper, markers, and writing tools (paper, pens, word processors)

Procedure:

1. Have students individually list facts that they currently know about Japan and its people. Share student facts on poster paper to save for future use.

2. Explain to students that, in this unit, they will learn much new information about both the nation of Japan and the nation's people.

3. Have students brainstorm as a group questions which would be appropriate to ask in an interview situation. Caution students to avoid asking questions which will give only a yes or no answer. Students may work individually, in pairs, or in groups.

4. Have students list the questions generated on the chalkboard. Discuss questions with an eye for potential response. What quality of information will the student receive from each question. Assist students in refining their list to a manageable number of questions.

5. Practice using the questions generated by having the students interview each other. Students must use only the agreed upon questions! Allow approximately ten minutes for each interview; then, switch partners.

6. Have students write up their student biographical sketches based on the ten minute interviews. These should be shared with the class orally and may be collected into a class directory. Discuss with the students any problems which may have arisen due to the nature or quality of the questions. If appropriate, refine the questions again.

7. Invite a Japanese student or adult for a class interview. Students should discuss before the interview how questions will be asked and by whom.

8. Following the interview, students may work individually or in pairs to write up the interview. Interviews should be collected into a class book and shared with the interview subject if possible.

9. Discuss with students the information they have learned about Japan and its people through the interview.

Evaluation: Have students list, individually or in groups, information that they have learned about Japan and its people. Compare the information on these lists with the items generated before the unit began. Student interviews may be read for quality of writing and content.

Enrichment Ideas & Assignments/Into the Community: This lesson is easily extended into a class writing activity which will involve the community. If possible, students should brainstorm a list of persons within the community who are Japanese, who have lived in Japan, or who have special expertise about Japan. Students should select a person, make an appointment with that person for an interview, and then utilize the questions generated to conduct an individual interview. Adequate time should be provided for the students to complete their first draft interviews, get response from their peers about the content of the interview/biography, and to complete their revision and final draft. Final drafts should be shared with the class and compiled into a class anthology.

FREE-FORM POEMS ABOUT ALASKA OR JAPAN

Lesson Overview: This lesson will have students writing poems about Alaska or Japan. A free-form structure will be modeled to help students articulate their ideas in a poetry format.

Objectives: Upon completion of this lesson, the student will:

1. Create a poem expressing feelings and impressions about Alaska or Japan.

Time: One class period

Materials: Writing material including paper, pen, chart paper,or word processors.

Procedure:

1. Brainstorm with the class a list of sensory impressions relevant to Alaska or Japan. This list may include sights, tastes, sounds, smells, tactile impressions, and feelings.

2. Have students select a topic pertaining to Alaska or Japan to focus their writing on. They are to create a poem about their topic using the following format:

Line one:	list topic
Line two-four:	three phrases describing the topic
Line five-seven:	a phrase starting with *like*
Line eight:	a single word ending in -ing
Line nine:	an ending prepositional phrase

SAMPLE:

Japan
streets filled with swaying life
moving toward common goals
striving to move only forward
like an eager flower
pushing
through to sunlight

3. Have students record their poem in their Alaska/Japan Journal.

Into the Community: Invite a local poet into the classroom to discuss how he/she works to capture meaning in poetry. Collect student poems into an anthology for sharing with the school, parents, or the community.

Evaluation: Have students share poems in small groups. Favorite poems may be shared with the class as a whole.

Enrichment Ideas & Assignments: Have students hold an author's tea to share their poetry with invited guests. Invite local poets, individuals interested in learning about Japan, and/or Japanese students and adults.

Looking at Japan Through Postage Stamps

Lesson Overview: Postage stamps tell a very interesting story about a nation. This lesson will use postage stamps from Japan and have students test their powers of observation and inference.

Recommended Time: One class period

Objectives: Upon completion of this lesson the student will:

1. Use postage stamps from Japan to make observations and inferences about Japan and other Pacific Rim nations.
2. Write a description of Japan based upon their observations and inferences.

Materials: Postage stamps from Japan, the United States, and/or other Pacific Rim nations (about 30 different stamps should be provided to each pair of students). Stamps may be available from local collectors, stamp clubs, sister schools, or may be ordered through ads appearing in *Linn's Stamp News;* P.O. Box 29; Sidney, Ohio 45365-9918.

Procedure:

1. Ask students to relate what they believe the statement "a picture is worth a thousand words" means. Ask them what pictures might tell them about another culture/nation like Japan. List these on the chalkboard. (Possible answers include things like geography, clothing, history, climate, activities, etc.)
2. Ask students what stories postage stamps might tell. Use United States stamps as an example and list the student responses separately on the chalk board. (Possible answers include geography,flag, artists, celebrations, leaders, plants, transportation, animals, climate, maps, states, historic events, economy, indigenous cultures, inflation-increasing costs to mail

a letter, art, literature, technology needed to print complex stamps, etc.)

3. Have students pair up with a partner and distribute packets of about thirty different stamps from Japan (other Pacific nations may also be used for comparison) to each pair. Have them divide a sheet of paper into two columns. The left hand column should be labeled **Observations** and the right hand column **Inferences.** Have the students record their observations and inferences about Japan in the appropriate columns.

4. Have students conduct research to validate their inferences and observations from the stamps.

5. Have students write in their Alaska/Japan Journal a 4-6 paragraph description of Japan with information taken only from their stamps.

6. Have students share their writing with their partner and/or the rest of the class.

7. Debrief the students by asking them about things that surprised them about the stamps and their stories.

Into the Community: Ask a local stamp collector to come to the class and share his/her collection. Have them discuss why they started collecting and why they find the hobby interesting. They may also have a collection of stamps from the United States and Japan (Alaska on stamps is also a theme that they may be able to speak about and show).

Evaluation: Ask students to share their writing about Japan with a partner or the class. (Step five under procedure)

Enrichment Ideas & Assignments:

1. Have students try to arrange the stamps in chronological order. In debriefing, ask them what they used to determine the date of the stamp (e.g. date is on stamp, cancellation appears, clothing, historical event pictured, etc.)

2. Encourage students to collect stamps (U.S., selected nations, or world) that arrive in their mail at home. The stamps can easily be removed from the envelope by soaking it in lukewarm water.

The stamps will slide off of the paper and should be dried face down on a porous surface.

3. Use stamps from around the world and have them repeat the procedure listed above to develop inferences and observations about these nations.

GOVERNMENT:
ON A DIET?

Lesson Overview: Students will be introduced to the government of Japan in this lesson. The role of the emperor, Diet, and the Prime Minister will be discussed along with selected provisions from the Japanese Constitution. Special attention will be given to Article 9 of the Constitution where Japan forever renounces war as a means of settling disputes.

Recommended Time: One class period

Objectives: Upon completion of this lesson, the student will:

1. Understand basic elements of the government of Japan.
2. Understand selected articles from the Japanese Constitution and basic rights of the Japanese people.
3. Compare the Constitution and government of the United States with that of Japan.

Materials: Copies of the Constitution of the United States and Japan. Other reference materials may also be required.

Procedure:

1. Review the three branches of the U.S. Government and their functions in a brief discussion. Discuss the U.S. Constitution and elements set forth in the document including the Bill of Rights.
2. Have students take a sheet of paper and divide it with a line into two halves. Have them work with a partner to identify in the left hand column items that government has something to do with. The right hand column should be for items that the government has nothing to do with. Allow 5-10 minutes for work.

3. Discuss the findings. It will probably seem that government is involved with most of the things (if not all things) listed by students.

4. Introduce the governmental structure of Japan to students. The following provides key components of the government:

   - Japan has a parliamentary system of government, which has the legislative and executive roles of government linked closely together. The legislative body is the **Diet**. This consists of two bodies, the **House of Representatives** with 511 members and the **House of Councillors** with 252 seats. Representatives serve four year terms and Councillors serve six years.

   - The **Prime Minister** is selected by the Diet and is one of its members. Twenty other members join the Prime Minister in comprising the Japanese Cabinet.

   - The Judicial Branch is separate from the other branch of government. The court system has a Supreme Court with a Chief Justice and fourteen other Justices. Lower courts include eight high courts, and district courts in the prefectures.

   - The government was established in the **Constitution of 1946**. This Constitution was heavily influenced by the United States, which occupied Japan after World War II.

   - The role of the **Emperor** is "The Emperor shall be the symbol of the State and of the unity of the people, deriving his position from the will of the people with whom resides sovereign power." The first eight articles of the Constitution relate to the role of the Emperor.

   - **Article 9** of Japan's Constitution renounces war. It states: "Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes. In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized".

- Articles 10-40 list the rights and duties of the people. Selected items are:

  -The right to life, liberty, and the pursuit of happiness.
  -All of the people are equal under the law.
  -The right to choose public officials and dismiss them.
  -The right of peaceful petition for the redress of damages.
  -No person shall be held in bondage of any kind.
  -Freedom of thought and conscience shall not be violated.
  -Freedom of religion is guaranteed to all.
  -No censorship shall be maintained.
  -Freedom of assembly, association, speech, and press.
  -Marriage shall be based only on mutual consent.
  -Right to receive an equal education.
  -The right and the obligation to work.
  -Right of workers to organize and bargain collectively.
  -The right to own property.
  -No person is required to testify against himself.
  –The right to a speedy and public trial.
  –No "double jeopardy" under the law

5. Have students work in pairs to identify similarities and differences between the governments and Constitutions of Japan and the United States. Discuss the findings with the whole class.

6. Have students summarize their conclusions regarding the similarities and differences between the Constitutions and governments of Japan and the United States in their Alaska/ Japan Journal.

Evaluation: Review the student writing in their Alaska/Japan Journal to check for understanding.

Into the Community, Enrichment Ideas & Assignments:

1. Have students investigate whether or not Japan is adhering to

Article 9 of their Constitution. Article 9 is printed verbatim earlier in this lesson.

2. Have students conduct research to identify important persons in the government of Japan and to find out more about governmental agencies and their functions.

EDUCATION IN JAPAN

Lesson Overview: Students are always interested in what their peers are studying around the world and what their school day is like. Japanese students have a longer school day, week, and year than American students. Many say that this is a shortcoming of our society. This lesson introduces students to education in Japan and their need to work hard to be able to adequately compete with their Japanese peers and others for the jobs of the future.

Recommended Time: One class period

Objectives: Upon completion of this lesson, the student will:

1. Understand similarities and differences existing between schools in Japan and Alaska.
2. Understand that competition for jobs is now a global issue.
3. Understand cultural values affecting the performance of students in Alaska and Japan.

Materials: None

Procedure:

1. Have students write a letter to an imaginary (or real) student in Japan which describes their school, curriculum, activities, and school day.
2. Discuss the characteristics of schools in Alaska and the United States including the following elements:
    - Length of the school day, week, and year
    - Required and optional subjects
    - Extracurricular activities
    - Methods used in teaching
    - Value of students for education, work habits

3. Have students brainstorm, in small groups, what they believe would be similar or different about schools in Japan. Have students summarize their thinking in their Alaska/Japan Journal.

4. Share the following information about Japanese education with students regarding the points listed in step #2:

   (1) Japanese students in grades 7-9 are required to spend 1,050 hours per year in school. Upper secondary students must have 80 or more credits. This takes more than 2800 hours. Students are required by law to complete the 9th level and education is free. The school year is divided into three terms with a total of 35 weeks. Terms run from April to July, September to December, and January to March. The school week is 5 1/2 days with Saturday afternoon and Sunday off.

   (2) Required secondary subjects include Japanese language, mathematics, social studies, science, music, arts, homemaking, physical education, and morals training. Elective courses are also required for graduation.

   (3) Extra curricular activities include clubs and homeroom activities.

   (4) The lecture is the traditional teaching method but Japan has made new efforts to increase creativity. Their educational television is among the best in the world.

   (5) Students spend long hours studying as school and education are considered very important by families, society, and the student. Many students also go to special "cram" schools called *juku* to prepare for examinations which must be passed to go to the best university possible.

5. Have students write and/or discuss similarities and differences that they notice existing between school in Japan and Alaska. This may be appropriate to include in their Alaska/Japan Journal. Have them indicate the features that they would like or dislike and why.

6. In pairs or small groups have students respond to the following comment: "America's youth and educational system will not be

able to compete with the Japanese in the global economy". Explain that this is a common perspective of many in our nation today and have them discuss this issue in class.

Into the Community: Invite persons who have attended or visited Japanese schools to present to the class.

Evaluation: Review the Alaska/Japan Journal and class discussion to determine that the lesson objectives have been attained.

Enrichment Ideas & Assignments: This lesson is best supplemented by having your school establishing a sister school relationship with a school in Japan. Information on how to set up and maintain a sister school program is available by writing to the Alaska Department of Education, Pouch F, Juneau, Alaska 99811.

STUDYING JAPANESE LITERATURE

Lesson Overview: Dr. Louise Rosenblatt, internationally renowned for her theory of reader response criticism, states that a novel or poem or play remains inkspots on a paper until a reader transforms them into a set of meaningful symbols. In other words, as we read, we make meaning from text. We bring to the reading all of our past experiences, thoughts, and emotions. It is through the **transaction** between the reader and the text that meaning is created.

It is important for students to realize that, though Japanese authors write within a different culture and perhaps within a different time period, they write about many of the same emotions, ideas, and issues that concern us today. By assisting students in making personal connections with the literature of outstanding Japanese writers, one can help them to acquire a sense of connectedness with our Japanese neighbors. The following activities are samples of strategies which may be used to help students develop such a personal relationship.

Recommended Time: Varies by selection

Objectives: Upon completion of literature activities students will:

1. Develop an understanding of the themes of particular pieces of Japanese literature.
2. Develop a sense of connectedness with the people of Japan.

Materials: Teacher selected pieces of Japanese literature.

Procedures:

1. Have students read the selected piece of literature. Reading may be individual, in small groups, or may be read to the student by the teacher.
2. Students should be invited to respond to the selection in any of a number of ways. Some possibilities are suggested below.

3. Students should be given the opportunity to debrief with the total group. Shared perceptions are valuable ways to gain common understanding. It will be readily apparent that students bring a variety of responses to the literature. Students should be encouraged to continually go back into the text to validate their responses and ideas.

The following haiku poem was written by the Japanese poet Basho between A.D. 1644 and 1694.

The peaks of clouds
Have crumbled into fragments
The moonlit mountain.

The following poem was written by a government official and is a good example of early love poetry in Japan.

"On Hidden Love"

Who could detect it?
Carpeted with fallen leaves
A stream in the valley
Trickling between the rocks--
An all but stifled love.

a former prime minister

One good way to get students into a poem is to pose the simple question, "What is the most important word in the poem?" Invariably, students will select a number of different possibilities, making the discussion following both rich and varied. Students should be able to explain why they have selected the word that they chose. Most students will attach the word to something within their own background. Some will select a word because it carries a strong emotional appeal to them. Again, they bring their own lives to bear on the text.

Students may be asked to reflect on a work to determine what in their own life or experience the poem reminds them of. Once again, there will be no right or wrong answers.

Students may be asked to provide an artistic response to the piece of literature. It is helpful to have lots of art materials around -- even for high school students! Have students work in pairs or individually to create a drawing or clay model of the images the poem evokes for them. These depictions should later be presented to the class.

One of the values of good literature is that it helps students "see" other people and their circumstances. Ask students to consider what they "see" and/or infer about the feelings of the author in these poems. Again, answers will vary as responses are individual. A major value here is that students will begin to see the similarities of the feelings of the Japanese author and themselves.

Another value of literature is that it helps us to identify or discover our own stories. Use the poems provided to help students write their own literature. A simple exercise entitled "I remember" may be helpful. After reading and discussing the poem, have students jot down in their journals the first thing that the poem helps them to remember in their own experience. That memory should provide the starting point for the next, then the next, etc. Continue with the chain of memories for several minutes. Often times, students end up with memories very different from the ones with which they start. Ask students to compose a poem or story reflecting the memory they have discovered.

All of the above activities are excellent to use with short stories. See the attached bibliography for suggestions.

SELECTED HISTORICAL OUTLINE OF JAPANESE LITERATURE

EARLY ANCIENT PERIOD, A.D. 400 TO 794:

During this time period the capital was moved from Nara to Heian which is the present city of Kyoto. From about 4,000 to 1,000 B.C. the society was primarily a gathering economy, community life was communal, and spirits of the natural world were the center of religious life. The society became an agricultural one after the second century. During this period the Yamoto clan gained power and imposed its own traditions on the culture of the other clans. During this time, magical prose and poetry existed as precursors to later literature. Toward the end of the seventh century the **Kojiki** (***Record of Ancient Matters***) and **Nihon shoki** (***Chronicles of Japan***) were collected. These are the oldest extant histories of Japan. Later during this period and in reaction to the decadence of the ritsuryo state, literature began to reflect more on the inner nature of man. This led the way toward future individual lyric poetry.

STORIES: During the eighth century the anecdote or story literature known as **setsuwa** came into being. These stories were written primarily in Chinese and dealt with Buddhist teachings.

EARLY POETRY: Early poetry was actually song-poetry which developed within social groups and was close to the life of the people. Early poetry was found in both the **Kojiki** and the **Nihon.**

LYRICISM: Early written literature was in Chinese and was associated primarily with the ruling class. As techniques of writing the Japanese language developed, poetry moved from having collective/group characteristics to being more of an expression of individual lyricism and feelings of the individual poet.

LATE ANCIENT PERIOD, A.D. 794 TO 1185:

This period is the four centuries during which Heian (the present city of Kyoto) was the political and cultural center of Japan. Two predominant types of literature existed. One, popular literature, belonged to the lower social classes and consisted of songs, anecdotes (setsuwa) and performances. The second, the literature of the aristocracy, set the stage for the emergence of prose literature. A significant work of the period was the **Shomonki** (***The Revolt of Masakado***), A.D. 940, which expressed the culture and views of the Heian aristocracy society.

IMPERIAL ANTHOLOGIES OF JAPANESE POETRY (WAKA): Primarily, poetry of this period dealt with private love notes. Several outstanding poets emerged:

- Henjo (816-90)
- Kisen (825-80)
- Ariwara (825-80)
- Ono no Komachi
- Fun'ya no Yasuhide

The most notable collection, the **Kohinshu**, contains 1,000 poems by 124 poets.

PROSE LITERATURE--DIARIES AND FICTION: The major development in literature during this period was that of narrative prose. This literature originated in the anecdotal stories of the setsuwa. Representative works include **Uta monogatari (story poem)** and **Taketori monogatari, Ise monogatari,** and **Tosa nikki (diaries).** This prose literature appears to have developed through letters written to accompany love poems.

> **THE PILLOW BOOK of Sei Shonagon (Makura no Soshi):** Written by a female, this work demonstrates skills in the observation of people and nature.
>
> **THE TALE OF GENJI** written **by Murasaki Shikibu**, also a female, was a landmark in early literary development. The first half of the book depicts the life of Prince Genji during his youth. The second half deals with the world immediately surrounding the writer.

BALLADS: Many ballads were lost because they were part of the oral tradition only. The ones which were saved were Shinto music and dance ballads.

MEDIEVAL PERIOD, A.D. 1185 TO 1600:

Medieval literature was strongly influenced by Buddhism. This period was one of literature in transition. It began with military tales and moved on to new literary materials and forms. The setsuwa comprised a basic genre with numerous anthologies appearing.

WAR TALES: Of the numerous war tales from the period, **Heiji monogatari** is perhaps the most noteworthy. Both **Yoshitomo** of the

Minamoto clan and **Shigemori** of the Taira clan are depicted as brilliant fighting men. This ranks as one of Japan's first literary classics.

Another leading work, the **Gempei seisuiki (Record of the Rise and Fall of the Minamoto and Taira)** consists of forty-eight scrolls dealing with the wars between the Minamoto and Taira clans.

The **Taiheiki (Chronicle of Grand Pacification)** is a third war tale in forty volumes describing the period from 1318 to 1367. It deals with great heroism on the one hand and great greed and deception on the other. It uses Buddhist ideology of cause and effect heavily.

ESSAYS, TRAVEL ACCOUNTS, AND BUDDHIST SERMONS: These writings began to provide a picture of life during the time. A strong new era of Buddhist influence in the lives of ordinary citizens is noted. Two authors are noteworthy: **Kamo no Chomei** (1153-1216), author of **Hojoki (An Account of My Hut)** and **Yoshida Kenko** (1283-1350), author of **Tsurezuregusa (Essays in Idleness).**

POETRY: Poetry of the period relied heavily on the earlier anthologies of **waka**. The **Senzaishu**, edited by **Fujiwara no Toshinari** (1114-1204) focused heavily on the quality of the poem itself and less on the poet. Later, **Fujiwara no Teika**, son of **Toshinari**, became the most renowned and advanced poet of the era. This family of poets continued to be a major influence on literature development for several generations.

FICTION: During this era **Heian** courtly fiction (the **Mongatari**) all but vanished and genre known as **otogizoshi** or short novellas appeared. Major themes included romance, stepchild, poem tales, love between men, religion, previous existence, heroic rescue, etc.

MODERN PERIOD, A.D. 1600 TO 1868:

This era marked the transition from a medieval feudal system to a system of military government. Four social classes emerged: warrior, farmer, artisan, and merchant. The influence of Confucian philosophy was greatly enhanced. New literature in the form of **haiku and senryu poetry**, the puppet theater, and **kabuki** came into being. In addition, the **tokugawa** novel continued to be very influential.

Of significance is the fact that public education was very successful during this time. As a result, literacy was widespread and books were readily available through lending libraries.

The number of Japanese writers who made contributions during this nearly three century long period are far too numerous to list. It was a time of great literary awakening. Several types of poetry should be noted. **Haikai no renga** or playful linked verse and **tank** form or humorous poems became a part of literary life. **Haidai** poetry dealt with humorous and worldly situations. **Haiku,** a type of **Haikai,** is extremely brief and is understood to be completed by the reader through his own experiences.

Several poets of this period deserve careful investigation. **Basho,** one of Japan's most famous poetry masters, felt that humanity was the basic value of existence. This provided a major theme in his work.

CONTEMPORARY PERIOD, A.D. 1868 TO 1945:

The beginning of the Meiji period is generally considered the beginning of modern Japanese literature. As Japan opened itself to the outside world, European literature provided a tremendous stimulus. Modern literature developed against the backdrop of the modern world. Writers dealt with man's search for meaning and ways of living in a new world. Though major literary movements from Europe and the United States (romanticism, realism, naturalism) were introduced in Japan earlier, it was only after World War I that they became major influences in Japanese literature.

Immediately following WW I and along with the democratic movement of the time, modernism, social literature, and naturalism were the three major literary influences. During the 1930's, these succumbed to governmental control. After WW II, literature divided into three parts: traditional literature, social literature, and the various styles that developed after 1945. During the entire contemporary period, the novel has the greatest dominance. Both **haikai** and **kaiku** have undergone significant changes during this period. In addition, new forms and styles of poetry have come into being.

The contemporary period encompasses the works of an extensive number of outstanding writers. Please check the attached bibliography for a listing of appropriate resources.

Putzar, Edward. JAPANESE LITERATURE: A HISTORICAL OUTLINE, 1973. The University of Arizona Press, Tucson, Arizona.

SELECTED BIBLIOGRAPHY OF RESOURCES ON JAPANESE LITERATURE

TEACHER RESOURCES

Japanese Literature: A Historical Outline, Edward Putzar, the University of Arizona Press, Tucson, Arizona 1973.

Japanese Literature, Donald Keene, Gove Press, Inc., NY, 1955.

Introduction to Japanese Civilization, Arthur E. Tiedemann, D.C. and Heath Company, Lexington, Massachusetts, 1974.

ANTHOLOGIES

Anthology of Japanese Literature, compiled by Donald Keene, Grove Press, NY, 1955.

Japanese Literature, Donald Keene, Grove Press, Inc., NY, 1955.

Modern Japanese Literature, compiled and edited by Donald Keene, Grove Press, Inc., NY, 1956.

Tales from the Japanese Storytellers, collected by Post Wheeler and edited by Harold G. Henderson, Charles E. Tuttle Company, Rutland, Vermont, 1984.

GETTING AROUND OVERSEAS:
FILLING AND CHILLING THE DRINKS OF ASIA

Lesson Overview: This lesson is designed to accompany the outstanding video tape titled "Getting Around Overseas, Part 1, Filling and Chilling the Drinks of Asia," developed by the Alaska Center for International Business. This half hour video shows students the importance of understanding the marketplace in Japan. The video uses WETCO, an Alaskan company that sells glacier ice in Japan as an example.

Recommended Time: One or two class periods

Objectives: Upon completion of this lesson, the student will:

1. Understand the importance of conducting market research to prepare for conducting international trade.
2. Understand the concept of "value added."
3. Understand the complexity of the Japanese marketplace and the role of "middlemen."

Materials: The video tape "Getting Around Overseas, Part 1, Filling and Chilling the Drinks of Asia." This video is available from the Alaska Center for International Business at 4201 Tudor Center Drive, Suite 120, Anchorage, Alaska 99508.

Procedure:

1. Prepare students to view the video tape "Getting Around Overseas, Part 1, Filling and Chilling the Drinks of Asia". Introduce by indicating that the tape shows an Alaskan, Mark Wilson, who has taken the step of entering the Japanese market with an unusual product (glacier ice). Have students speculate on problems he might face in trying to sell this product in Japan. List on the board.

2. Have students view the video tape.

3. After viewing the tape, discuss the following questions with the class:

    - What is the status of Alaska's economy today?
    - What does Alaska have to offer Japan and other nations? Discuss the idea of selling the "mystique" of Alaska.
    - Why did Mark Wilson get into the business of selling water and glacier ice?
    - What is the role of banks in getting a new business started?
    - Why is "doing one's homework" important before doing international trade?
    - What happens if "quality control" isn't exercised?
    - What did the Japanese want in an ice product to attract them to buy the ice?
    - What made the ice "take off" in Japan's market?
    - How do middlemen make selling in Japan complex? How does the system work?
    - How are some Japanese critical of Alaskan suppliers?
    - What problems do Alaskans have in entering Japan's marketplace? (high costs of labor, transportation, not enough cash, lack of aggression, Japan's distribution system, and lack of a long term view of doing business)

4. Discuss the concept of "**value added**." Discuss how value can be added to products by producing them in Alaska for Asian markets. Review why knowledge of the market is vital for adding value.

5. Have students write in their Alaska/Japan Journal about how they might attempt to enter the market place in Japan. Have them write about the difficulties they anticipate and how they will overcome the problems commonly faced by Alaskan suppliers to Japan.

Into the Community:

1. Invite local business persons to class and have them share their international trade experiences. Did they find the same difficulties mentioned by Mark Wilson?
2. Use other resources available in the state to determine Alaskan products marketed in Japan and other parts of Asia. Are any local businesses involved?

Evaluation: Review the Alaska/Japan Journal to check for understanding of the difficulties of doing trade with Japan and special problems encountered by Alaskans.

Enrichment Ideas & Assignments: Have students brainstorm possibilities for marketing the "mystique" of Alaska. What other places have a mystique? Why?

EATING WITH YOUR EYES*

Lesson Overview: This lesson features a video "Eating With Your Eyes" which is available from the Alaska Center for International Business. In recent years, trade with the Pacific Rim has emerged as a way for Alaska to expand and diversify its economy. In this lesson students will examine aspects of international trade through the Alaskan seafood industry and the successes and failures of Alaskan entrepreneurs. This industry is vital to Alaska and nearly one billion dollars worth of fish is exported to Japan annually.

Recommended Time: Two to four class periods

Objectives: Upon completion of this lesson, the student will:

1. Understand the importance of Alaska's fishery exports.
2. Understand the significance of Japan as a market for Alaska's fish.
3. Understand the importance of gift giving in Japan.
4. Understand areas necessary for building a successful business relationship with the Japanese.

Materials: The video tape "Eating With Your Eyes" is available from the Alaska Center for International Business, 4201 Tudor Centre Drive, Suite 120, Anchorage, Alaska 99506, (907)-561-2322. Student viewing sheet included in this guide.

Procedure:

1. Introduce the video tape "Eating With Your Eyes" to students. Inform them that it is about Alaskans and developed by Alaskans to help others understand about the complexity of conducting international trade.

2. Distribute the student viewing sheet and instruct students to search for the information during their viewing.

3. Show the first part of the video. Because it is 59 minutes long, the tape should be stopped after the first or second of the three segments of the program.

4. Finish showing the video on the second day. Have students complete their information sheet and discuss the information with students.

5. Have students market their own products by using the lesson in this guide called "Japan and Alaska: Public Relations."

6. Have students write their impressions and questions regarding the video tape in their Alaska/Japan Journal.

Evaluation: Review the student worksheet and their Alaska Japan Journal to check for understanding and for questions.

*Based on a lesson created by Ray Stein, Mt. Edgecumbe High School

NAME____________________ DATE___________

EATING WITH YOUR EYES
STUDENT VIEWING SHEET*

Directions: The following questions appear in the same order as they are answered in the video. Listen carefully so that you can determine the answers to the following questions.

1. What is the cause of Alaska's current economic crisis?

2. Which foreign nation has most dominated Alaska's fishing industry?

3. Why can't foreign countries now fish in Alaskan waters?

4. In 1987, what was the value of Alaska's fish production?

5. What countries are Alaskans targeting for fish products?

6. What country is the largest market for seafood in the world?

7. How many pounds of fish do Japanese and Americans each consume annually?

8. How is fish an important part of the diet and culture of the Japanese?

9. Does Professor Shibusawa believe that the Japanese market is easy to penetrate? Why or why not?

10. What percentage of Japan's salmon comes from Alaska?

11. What important things did Seahawk Seafoods have and not have?

12. What three important commitments do the Japanese want?

13. What's wrong, from a Japanese perspective, with pitchforking or shoveling salmon off a beach and onto a truck before processing?

14. How would you describe the Japanese wholesale-retail distribution system?

15. Why do Japanese consumers think Alaskan salmon is fresher than European salmon?

16. What are the biggest problems faced by Seahawk Seafoods?

17. What competition does Norway pose for Alaska's salmon industry?

18. Seafoods From Alaska emphasizes value added fish products. Give examples of these products.

19. What would be a good gift in Japan?

20. What did the Alaskan business persons find the Japanese to value very highly?

*Based on questions developed by Ray Stein, Mt. Edgecumbe High School.

TRADING WITH JAPAN

Lesson Overview: Exports to Japan are an increasingly important part of Alaska's economy. In 1989, Alaska was the only state to have a trading surplus with Japan. Items sent to the Japanese marketplace include items ranging from glacier ice to fish and timber. This lesson will help students understand the role and importance of international trade and, specifically, trade between between Alaska and Japan.

Objectives: Upon completion of this lesson, the student will:

1. Understand the importance of international trade with Japan.
2. Understand the importance of conducting market research to meet the needs of consumers in other parts of the world.
3. Develop a simple market research plan for exporting a selected product to Japan.

Materials: Large sheets of paper or transparencies. The videotape *Eating With Your Eyes* will also be useful. This video is available from the Alaska Center for International Business at 4201 Tudor Center Drive, Suite 120, Anchorage, Alaska 99508.

Procedure:

1. With students, review the kinds of products and services that are imported into Alaska and the United States. Compile this list on large sheets of paper or transparencies and save (Information compiled during the Japan Scavenger Hunt will be useful here).
2. Have students work in small groups of 3-5 to brainstorm items that Alaska could export to Japan. Have students share the items with the entire class. As they share the lists , challenge students to state why they believe that the item(s) will be of importance to the Japanese consumer. Help them to understand that just

because we have something to export does not mean the people of Japan want to buy it.

3. Introduce the idea of **market research** and show how it is a useful tool in helping businesses to develop products that consumers may be more inclined to purchase. The videotape *Eating With Your Eyes*, available from the Alaska Center for International Business, will assist you in helping students see why the needs of the consumer are vital for the businessperson to understand in any marketplace.

4. Have the small groups decide how market research could be conducted in another nation like Japan. Have them list problems and issues that might occur when trying to enter the market in Japan.

5. Using the list of possible Alaska trade items created earlier, have each student select one of the resources, goods, or services that they believe might be a good area to develop for trade with Japan. Have the student develop a market research process which they believe will tell them whether their product has potential in Japan or not.

6. Have students develop selected marketing items (advertisements, flyers, posters, etc) that they believe will reflect the needs or wants of the Japanese consumer and help sell their Alaskan product in Japan. Encourage student creativity and ask students to consider that advertising techniques that work in the U.S. may not work as well elsewhere.

7. Have students reflect, in their Alaska/Japan Journal, on why market research is important.Also have them record any questions or comments that have arisen.

Into the Community: Invite a local businessperson who is exporting to Japan to talk with the class about how they conducted their market research and solved other legal, political, and cultural challenges. If there are not local businesses working with Japan, use any company involved with foreign trade.

Evaluation: Review the students' marketing research plans and their advertisements to check for understanding. Also review the Alaska/Japan Journal.

Enrichment Ideas & Assignments:

1. Have students research other aspects of conducting trade with Japan. How is money transferred? How does one enter the Japanese "middleman" network? What transportation system will be used? What other nations might be competitors, selling the same product as the student wanted to export? Will Alaskan prices be competitive or not? Why?

2. Have students conduct research into the products that Alaskans are presently exporting to Japan. Are there any surprises on the list? Have the class nominate items which they believe could have a potential in Japan. People cannot nominate their own item. Campaign and/or discuss the items and conduct a class vote to determine which items or products are believed to be of greatest potential.

3. Have students develop a "T" chart (see example below) and discuss the potential advantages and disadvantages of a nation getting involved in international trade.

Advantages	Disadvantages

JAPAN AND ALASKA PUBLIC RELATIONS

Lesson Overview: This lesson has students developing a two pronged marketing plan for Japan and Alaska. Students will work in pairs and either create a plan for an Alaskan traveling to Japan or for a Japanese citizen traveling to Alaska.

Recommended Time: Two to four class periods.

Objectives: Upon completion of this lesson, the student will:

1. Research information about Alaska and/or Japan.
2. Develop a plan for marketing the area selected or assigned.
3. Write and present orally their plan for marketing.

Materials: Art materials and resources or audio visual materials (if available).

Procedure:

1. Model for students using Alaska as an example. Discuss the advertising used to "sell" Alaska to other countries. Look at tours, cruises, souvenirs, tourist magazines, and other sources. Review the different techniques of propaganda and advertising.
2. Have students work in pairs to brainstorm information that will be needed to "market" Japan to Alaskans and other U.S. citizens.
3. Have students conduct the research needed and compile their notes on notecards.
4. After gathering their notes, the students will brainstorm ideas for lodging, entertainment, food, transportation, and travel packages for their public relations plan.

5. Have students create a poster, brochure, and souvenir for their country. Other promotional ideas are also welcomed.

6. Have students give their "sales pitch" to the class live or in the form of a 60 second video commercial.

7. Have students write evaluative comments regarding the presentations in their Alaska/Japan Journal Which were the most effective? Why? What techniques were used?

Evaluation: Review the ads, presentation, and materials created by students. Check the Alaska/Japan Journal for analysis of the other advertisements created by the class.

Enrichment Ideas & Assignments and Into the Community:

1. Invite a person responsible for public relations to share techniques with the class. Have them also discuss how and why they conduct market analysis.

2. Have students watch television advertisements to determine different advertising techniques. Have them select five ads that they believe are most effective and explain why they find the ads effective.

*Lesson idea contributed by Karen Stapf-Harris, Anderson, Alaska

Money Measures Income in Alaska and Japan: Opening Our Eyes

Lesson Overview: Alaska and Japan have two of the highest per capita incomes in the world today. This lesson will acquaint students with the great contrast between incomes in Japan and Alaska and the rest of the world. The Alaska Permanent Fund dividend will be used as a measure with other nations.

Recommended Time: One class period

Objectives: During this class period students will:

1. Compare Alaska and Japan's per capita incomes with other areas of the world.
2. Develop skill in using almanacs and other resources.
3. Develop an understanding of and a value for one's economic circumstances in Alaska.

Materials: Handout or transparency, almanacs

Procedure:

1. Discuss/present/compare the present per capita incomes of Alaska and Japan with other nations of the world.
2. Discuss how high incomes in Alaska and Japan might distort perceptions about the standards of living in other areas of the world.
3. Determine the amount of the present Alaska Permanent Fund dividend. (approximately $960 in 1990) Ask students to list what they know Alaskans have used their dividend for in recent years.

4. Compile a list of the uses on the board. You may also want students to classify the items as being wants or needs.

5. In pairs, have students determine the number of nations and people having annual per capita incomes less than the Alaskan dividend. (74 nations in 1989 and over 3 billion persons or over 60% of the world's population falls below the dividend amount **for an annual per capita income**).

6. Have students record their feelings and thoughts in their Alaska/Japan Journal. Students may have some very deep feelings to express as this lesson may shock many in the class.

Into the Community:

1. Have each student survey ten Alaskans to determine how they used their dividend this past year. Compare with the list brainstormed in class.

2. In class, graph the responses to determine whether the dividends were used to meet needs or wants.

3. In groups, have students determine how this money might be used in India, Kenya, China or another nation with a low per capita income.

Evaluation:

1. Have students tell a partner about the contrasts between Alaska, Japan, and the rest of the world in per capita income.

2. Have students write a letter to a person in a third world nation and explain the Alaska dividend and how the student used their last dividend.

Enrichment Ideas & Assignments:

1. Have students research and graph the per capita incomes of Japan and Alaska since World War II (or graph the Alaskan dividend).

2. Have students write a press release describing the results of their dividend survey and the resulting wants/needs graph.

THAT'S MY OPINION: EDITORIALS ABOUT JAPANESE FINANCIAL INVOLVEMENT IN ALASKA

Lesson Overview: This lesson will involve students in exploring their own opinions about economic ties between Alaska and Japan. Students will formulate opinions based on facts and articulate their opinions in a newspaper editorial.

Objectives: Upon completion of this lesson the student will:

1. Understand economic ties between Alaska and Japan through listening, speaking, reading, and writing activities.
2. Formulate personal opinions about economic ties between the two countries and be able to articulate those opinions.
3. Understand the concept of editorials (both what they are and how they are useful) and have written one complete editorial.

Time: One to three class periods

Materials: Writing material including paper, pen, chart paper, and word processors if available.

Procedure:

1. Discuss with students the characteristics of an editorial:

    - topics addressed
    - tone of the writer
    - opinion voiced by the writer
    - how the opinion was supported
    - what the writer wants to result from the editorial

    Share with the students on transparencies or print copies sample editorials from a newspaper or magazine. Discuss the characteristics of an editorial above as seen in the samples.

2. Have students bring to class a self-selected editorial that is controversial from a newspaper or magazine. Have students share these editorials in small groups, discussing the characteristics of editorials.

3. Following discussion of economic ties between Alaska and Japan, have students brainstorm as a whole group issues about which they have strong opinions. These issues may include the balance of trade between the two nations, Japanese investments in Alaska, specific Japanese purchases in Alaska, the marketing of Japanese and Alaskan goods in the respective countries, etc.

4. Assist students in selecting a topic about which they have strong feelings, pro or con. Students may work individually, in pairs, or in small groups to write an editorial reflecting their thinking.

5. Provide adequate time for students to read their first drafts in small groups and to gather both peer and teacher responses. Students should revise their editorials after gathering responses.

6. Have students share their editorial with the class. Discuss the soundness of the editorials in light of the characteristics of editorials reviewed previously.

Into the Community: If editorials are of appropriate nature, encourage students to mail them in to a newspaper for potential publication. Have students invite business leaders, elected officials, and/or other community members into the classroom to discuss the issues written about and to share opinions.

Evaluation: Have students share their editorial with the class. Discuss each in light of the characteristics of editorials. Editorials may be evaluated on content and correctness. Editorials may be compiled into a class book or mailed to newspapers for potential publication.

Enrichment Ideas & Assignments: Have students select a school-based topic that is important and timely for them. Write an editorial for the school paper about the issue selected. If a school paper is unavailable, invite the principal to the classroom for a sharing session where opinions and concerns may be given.

Japan Scavenger Hunt

Lesson Overview: This lesson will help students to understand how prevalent Japan is in their daily life. The scavenger hunt will require students to locate evidences of Japan in their life. This lesson can be conducted as a homework assignment or as a classroom/school search.

Recommended Time: One class period or evening/weekend

Objectives: Upon completion of this lesson, the student will:

1. Identify and appreciate how Japan affects the daily life of Alaskans.
2. Understand how cultural diffusion from Japan occurs.

Materials: Paper and pen or pencil

Procedure:

1. Introduce the impact of Japan in school life by pointing out and listing things in the classroom that come from Japan.
2. Assign students, individually or in pairs, the task of collecting data which shows connections between Alaska and Japan. Tell them that this activity will be a scavenger hunt for evidence of Japan in Alaska.
3. Provide examples to broaden students understanding of elements that they might find (weather, techniques used in processing fish, etc.).
4. Have students collect data as a homework assignment overnight or over a weekend.

5. Debrief the data collection in class and discuss the different types of things found. What were the most common items? What were the most unusual?

6. Have students write their impressions from the Japan Scavenger Hunt in their Alaska/Japan Journal.

Into the Community: Have students compile and maintain an ongoing list of items evident in the community that link the community and individuals to Japan.

Evaluation: Review the Alaska/Japan Journal and the raw data that the students collected during the scavenger hunt.

Enrichment Ideas & Assignments:

1. Have students develop a collage of items/evidences of Japan which are found locally.

2. Have students write a short story imagining a day in their life without the identified influences from Japan.

3. Have students graph the frequency distribution of items located in their search. This can be expanded to contrast with the impact of other nations upon Alaska and the United States.

A Yen (¥) for Investing?

Lesson Overview: Investing and international currency exchange are vital components of the global economic structure. This lesson provides opportunities to explore investing in Japan and Alaska and how currency rates of exchange between the dollar ($) and the Yen (¥) affect prices for products traded and investments.

Recommended Time: Two to three class periods and extended work

Objectives: Upon completion of this lesson, the student will:

1. Understand how exchange rates between the dollar and other currencies, specifically the Yen, vary over time.
2. Understand that Alaskans and people all around the world can invest in other nations and businesses from around the world.
3. Differentiate between stocks, mutual funds, bonds, and other common investment devices.
4. Compute cost for investments with varying rates of currency exchange.

Materials: Student Information handout of Japanese stock prices and selected quotes of stocks of interest to Alaska, recent editions of the *Wall Street Journal, Asian Wall Street Journal*, or other publications which provide recent Japanese stock prices and exchange rates. Calculators may also be helpful.

Procedure:

1. Have each of your students imagine that they have just received a $25,000 inheritance. The catch is that they must invest the money. Ask them to do a fastwrite of 2-3 minutes to indicate how they will invest their inheritance. Discuss the options selected by students and record how much money is put into savings accounts, certificates of

deposit, stocks, bonds, real estate, and other savings devices. Follow up with an analysis and discussion of how much the students invested in international savings devices.

2. Introduce the following terms if they are unfamiliar to the students: Yen (¥), mutual fund, stocks, bonds, treasury bills, and others as they arise.

3. Have the students convert their inheritance into Yen (¥) using the current exchange rate. Examples are provided as follows:

   ¥248 = $1.00 $25,000 x 248 = ¥6,200,000
   ¥160 = $1.00 $25,000 x 160 = ¥4,000,000
   ¥125 = $1.00 $25,000 x 125 = ¥3,125,000

4. Have students practice turning Yen into dollars using the current exchange rate.

5. Discuss how Alaskans and other Americans can invest in Japan through a number of investment devices. Discuss how investment can be made in Japan through stocks, mutual funds, bonds, and even currency itself. If available, a local broker may be helpful as a guest presenter to discuss these investment devices.

6. Provide students with the list of stocks and fund prices provided on the student handout. The list includes both investments in Japan and stocks of interest to Alaskans. This handout also provides the investment prices and the exchange rate existing between the Yen (¥) and U.S. Dollar at various times.

7. Have students invest their $25,000 in the investments listed on the handout. Recent information on prices for stocks, mutual funds, bonds, treasury bills, and other investments is available in the *Wall Street Journal*, *Asian Wall Street Journal*, or in other comprehensive newspapers. Normal investment costs such as brokerage fees and the "load" on some mutual funds should be deducted as investment expenses. Normal investment profits such as dividends and interest should be added.

8. Have students track their investments over an extended period of time. You may want to allow them to switch investments and to conduct other normal investment strategies over the period of the simulation. They should record their investment values in their

Alaska/Japan Journal and also graph the progress. Have the graph reflect the beginning $25,000 and track the progress of the investments.

9. After completion of this lesson, have students record information about the investments they have selected and why they believe that their choice is a good one in their Alaska/Japan Journal.

Into the Community:

1. Have students research local companies/corporations that issue stock and/or bonds. They may also want to identify national or international corporations that are evident in their community.
2. Have a local company or stockbroker give a presentation on how and why stock is issued and how an individual could invest in stocks, mutual funds, etc.

Evaluation: Review the student work in the Alaska/Japan Journal to understand their investment rationale and understanding of various types of investment.

Enrichment Ideas & Assignments:

1. Using various investment magazines and information available from stock brokers, have students write to various Japanese corporations, U.S. corporations, or leading international mutual funds to request copies of annual reports. Review these reports with students to help them understand the information they provide. Have students compare the information from various reports and determine who has grown the fastest. Why? Which would have been the best investment five years ago. Why?
2. Have students research and graph exchange rates between the U. S. Dollar and the Yen since World War II. Other major currencies may also be added (e.g. Mark, Lira, Pound, Franc, Canadian Dollar) and graphed. Have students write about their findings.

A YEN (¥) FOR INVESTING
STUDENT INFORMATION SHEET

DIRECTIONS: This sheet provides you with various Alaska and Japan stock and mutual fund prices, and exchange rates. Use this information as directed by your teacher.

Selected Japanese Stock Prices* (in yen ¥)

Canon Inc.	1760	NTT	1140000
Casio Computer	1630	Nintendo	20300
Dai-ichi Kangyo	2400	Pioneer Electronics	5960
Fuji Photo Film	4200	Sony	8530
Honda Motor	1820	Suzuki Motor	925
Japan Air Line (JAL)	16700	Toyota Motor	2410
Minolta	1020	Yamaha	1810

Selected Stocks of Alaskan Interest* (in U.S. Dollars $)

Alaska Air	21 7/8	MAPCO	38
ARCO	112 7/8	McDonalds	31 3/4
Arctic Alaska	7 1/4	Pacific Telecom	27 1/2
British Petroleum (BP)	64	JC Penney	63
Chevron	67 3/8	Sears	36
Exxon	46 1/2	Tesoro	7 7/8
Federal Express	54	Unocal	29 1/2

Japanese Mutual Funds* (Offer price in U.S. Dollars $)

Dimensional Funds-Japan Fund	29.58
GT Global-Japan	14.92
Japan Growth	15.54
Japan Income	9.66

Exchange rates(#Yen ¥ per U.S. Dollar)

1970	360 ¥=$1.00	1980	227 ¥=$1.00
1988	128 ¥=$1.00	1990	159 ¥=$1.00

*Exchange rates and prices per share taken at closing price on May 7, 1990.

A SQUARE DEAL??

Lesson Overview: Land values vary greatly around the world today. Tokyo, Japan has the highest land values of anywhere on earth. Land inflation in Japan had driven up costs so that Japan had 60% of all the total land value of the world in mid-1990. This lesson integrates economic understanding with math and other areas to have students understand how expensive it can be to meet basic human needs in different areas of the world today.

Recommended Time: One class period (can be expanded)

Objectives: Upon completion of this lesson, the student will:

1. Practice decision making about meeting basic human needs.
2. Use math and current information to understand living costs for housing.
3. Understand how supply and demand affect land values.
4. Understand why and how land values and rent change over time and space.

Materials: Paper, calculators (if available), pencils, local and/or urban newspapers.

Procedure:

1. Discuss land prices locally. What does a home sell/rent for in the local community? What is the square footage of these homes, apartments, etc.?
2. Have students divide into pairs with paper/calculators available to compute various mathematical problems.

3. Give students examples of local homes for sale, the cost, and the square footage. Have them determine the cost per square foot to buy and/or rent. Examples are readily available in newspapers. The cost for a square foot is determined by the following simple formula: (land cost /square footage=cost per square foot)

4. Have students compute various situations for renting or buying. Record the findings.

5. Have students determine(estimate) the amount of square footage that they would need to meet basic needs for themselves. Record the findings on the board and determine the mean, median, and extremes for the class.

6. At local average rates, how much would it cost to rent or buy housing in your local community or another Alaska Community? Have students compute these costs.

7. Discuss with students how land costs vary in different communities in Alaska and the United States. Discuss how supply and demand affect prices for renting or buying a place to live or office space.

8. Contrast the information about local land costs/rental with Japan where the following situation exists according to the April 22, 1990 issue of the *Anchorage Times:*

   - Sixty percent of the world's total land value is in Japan, a nation with only 0.3% of the worlds land mass.

   - Office space in Tokyo *rents* for an average of $191 a year for a square foot. This compares to $156 in London and $64 in New York.

   - An average size house of about 960 square feet, an hour commute from central Tokyo costs $378,000. Houses cost over $632,000 inside Tokyo.

   - Some Japanese banks offer 100 year housing loans that can be passed down through generations.

9. Have students write about the costs of housing in Alaska and Japan and contrast the living situations in their Alaska/Japan Journal.

Into the Community: Have a local real estate agent discuss local land and housing costs. Ask how supply and demand have affected local prices in recent years? Ask how local land/housing values compare with other areas that the agent is familiar with. What local events may affect local land values in the future?

Evaluation: Review the students writing in the Alaska/Japan Journal to determine their understanding of how supply and demand affect land and housing costs.

Enrichment Ideas & Assignments:

1. Have students graph the land values they determined. These graphs can be developed by hand or by computer programs which are readily available.

2. Have students use newspapers from around the nation and from the past to expand their understanding of how land values change over time and space. This data can also be graphed on bar graphs.

Drifting into Fishing Insecurity?

Lesson Overview: The Japanese, Koreans, and Taiwanese are the chief users of drift nets in the Pacific. These nets stretch from six to over forty miles in length and their use has been surrounded by controversy. This is due to the fact that many fish, porpoises, and other sea mammals are trapped in the nets and killed uselessly. The controversy of Asian boats in Alaskan waters using drift nets has repeatedly surfaced as a problem. This lesson has students investigating the issue from a number of perspectives.

Recommended Time: Two class periods

Objectives: Upon completion of this lesson the student will:

1. Understand the international problems/issues incurred by driftnet fishing in Alaskan waters.
2. Problem solve, through a negotiations process, a drift net issue.

Materials: Articles of Japan/Alaska drift net fishing perspectives

Procedure:

1. Divide the class into small groups of 3-4 students each. Have each group represent either Alaskan or Japanese interests in drift net fishing. Basically the Alaskan groups will be opposing the use of drift nets and the Japanese representatives will favor. Provide groups with appropriate background information or have them conduct research. Have students determine their initial bargaining stance.
2. Allow Alaska/Japan groups to pair up in a simulated negotiations session to address the drift net problem. Each side should present their perspective on the issue in the first session.
3. Have teams caucus as needed to determine further bargaining stance(s) and negotiate a settlement. If a settlement is not reached have students present their final stance, rationale, projected results, and probable repercussions.

4. Have students record their thoughts, questions, and feelings in their Alaska/Japan Journal.

Into the Community: Interview local persons involved with the fishing industry to determine the effects and benefits of Asian drift net fishing upon the local (Alaskan) economy.

Evaluation: Review the Alaska/Japan Journal to determine the level of student understanding.

Enrichment Ideas & Assignments: Have students write an essay in the year 2025 on the long term impact that drift net fishing has had on global fish stocks.

Alaska and Japan Today

Lesson Overview: This lesson brings the events of today in Alaska and Japan into the classroom. The primary purpose is to identify current relationships, issues, and events of importance to the two areas. This lesson will be appropriate at the beginning of Alaska/Japan studies.

Recommended Time: One class period or short time segments in multiple classes

Objectives: Upon completion of this lesson (study) the student will:

1. Understand important issues and relationships existing today between Alaska and Japan.
2. Use newspapers, magazines, and other media to keep informed about current Alaska/Japan issues.

Materials: Newspapers, magazines, and other news media

Procedure:

1. Tell students that they will be responsible for reading and research about current events and developments that affect Alaska, Japan, and the United States. Situations affecting the relationships between Japan and the U.S. are of great importance during this unit.
2. Review magazines, television, newspapers, newsletters, and other sources for current information about Alaska, the U.S., and Japan
3. Have students form teams which will be responsible for maintaining an Alaska/Japan bulletin board. New teams should be responsible each week and the board updated daily.
4. The teams should also give brief daily reports on events of significance to Japan and Japan/U.S./Alaska relationships.

Reports should be brief and follow up discussion conducted by the teacher as needed to provide background information.

Into the Community: Have the class maintain a file or special bulletin board for events tied to Japan which are of special interest to the local community.

Evaluation: Have students record their interpretations and questions about Alaska/Japan current events in their Alaska/Japan Journal. Check periodically for understanding.

Enrichment Ideas & Assignments:

1. Have students write letters to the editor commenting on issues of importance to Alaska/Japan relationships.

2. Poll the community for current attitudes about issues facing Alaska, Japan, and the United States.

3. When issues of conflict arise between Alaska or the United States and Japan, have students write news reports about the conflict from the Japanese point of view.

ALASKA AND JAPAN NETWORK

If you are interested in becoming a part of ACIB's Alaska-Japan Network, please complete the following tear sheet and return to one of the addresses listed below. This will allow you to receive any mailings, additions to this document, information about credit courses, etc. that ACIB or Learning Trends offers. If you would like to share your own lessons with others, please forward them to any of the addresses listed below, including your name and address so that appropriate credit can be given. Sending a lesson signifies your permission for reprint. Lessons will not be returned.

ADDRESSES

ALASKA CENTER FOR INTERNATIONAL BUSINESS
4201 Tudor Centre Drive, Suite 120
Anchorage, Alaska 99506

Attention: Alaska-Japan Network

LEARNING TRENDS INSTITUTE
2310 Paxson Drive
Anchorage, Alaska 99504
or
12701 Alpine Drive
Anchorage, Alaska 99516

Attention: Alaska-Japan Network

……………………………………………………………………………………………

NAME____

ADDRESS______________________________________

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DAYTIME PHONE____________________

SUGGESTIONS FOR ADDITIONS TO GUIDE:

WORLD UPDATE

The Newsletter of the:

Alaska Center for International Business

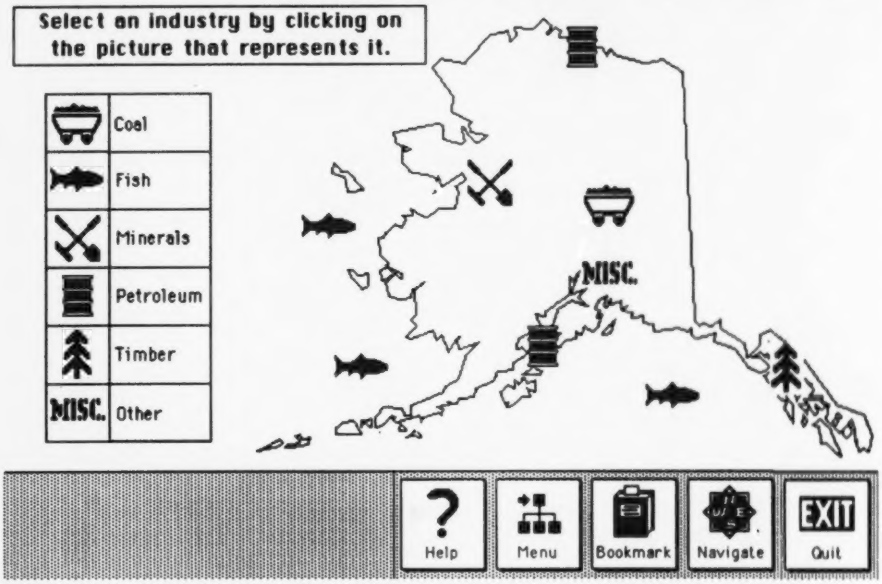
ACIB

ALASKA WORLD TRADE CENTER

University of Alaska Anchorage

Winter 1991

ACIB Database Now On-Line



ACIB's new Information Exchange database allows users to easily find and review detailed information on a variety of Alaskan exports. The Information Exchange is a research and business tool that is easy to use and requires no previous computer experience. The Exchange also contains information on foreign currencies, trade trends, and much more.

A powerful new information system is now available to businesspeople, researchers, and students in Alaska. ACIB presents its new Information Exchange system.

The Information Exchange of ACIB and World Trade Center Alaska is a state of the art entrepreneurial, educational, and research tool. The Information Exchange is a powerful database specially designed for easy access and use. Extracted from more than five gigabytes of data, the Information Exchange contains over 90 megabytes of information. This includes information on Alaska and U.S. exports and imports in select products and commodities worldwide, economic and financial information of select countries, catch and production of Alaska fish, and worldwide seafood market trends.

From this information the entrepreneur can, for example, identify and

continued on page 4

Alaskans in the Soviet Far East

Since "Soviet fever" hit Alaska in 1989, exchange programs and interaction between the Soviet Far East and Alaska have been occuring more and more. Everyone is scrambling to make contacts in the U.S.S.R. Many ventures that began uncertainly in the early stages of Alaskan-Soviet interaction are now progressing to a more developed and profitable stage.

ACIB hosted a two part seminar on Doing Business in the Soviet Union on October 10 and 17. Over forty Alaskan businesspeople attended the programs. Vic Fischer, the chief Soviet Relations officer for the University of Alaska system, organized and conducted the session.

At the first session, Fischer gave a broad overview of Russian/Soviet history, emphasizing important factors such as the great ethnic and cultural diversity of the U.S.S.R. He also examined the impact major events such as World War II had on the Soviet Union. The historical/cultural analysis ended with a discussion of Mikhail Gorbchev's reform programs, broadly termed *glasnost* and *perestroika*, the attempts to create an economic and banking system that will be compatible with the rest of

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The ACIB
SPRING SEMINAR CALENDAR
is included in this issue

Inside:

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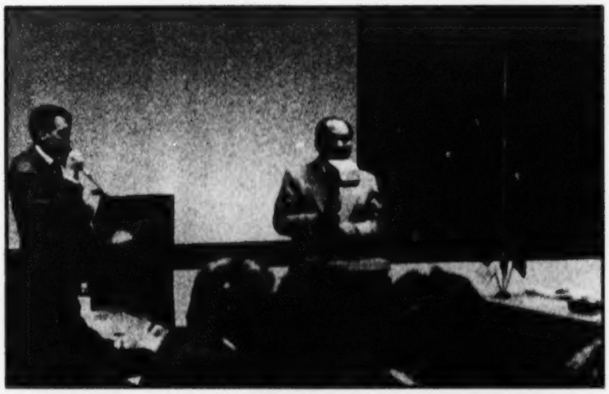
Center News and Notes

Some of ACIB's most popular seminar programs are now available on video. Rent or purchase "How to Do Business in Japan, " with Sandy Cessarini and Jean Wall, "How to Do Business in Korea," with Dr. John Kim, and "How to Do Business in the European Economic Community," with Klaus Burmeister, Irene Williamson, and Norm Bailey. Videos can be purchased for $25 or rented for $2 per day.

ACIB recently published *Alaska and Japan: A Teacher's Resource Guide for Seconday Educators.* Authored by **Douglas A. Phillips**, Social Studies Program Coordinator for the Anchorage School District, and **Rebecca Bowers Sipe**, the Language Arts Program Coordinator for the Anchorage School District, the guide contains lesson plans, suggested student activities, student worksheets, and much more. The guide will serve as a truly invaluable source of ideas and information for teachers. A national clearinghouse for Japan studies calls it one of the best teacher's manuals available on the subject. The guide is available from ACIB for $25.

Dr. **Paul Johnson** gave a presentation on Taiwan's current trade and economic outlook at the 31st Annual convention and Trade Show of the Alaska State Chamber of Commerce, held in Fairbanks October 3-5. He also attended the Atlantic Economic Society's Annual Conference in Virginia, October 11-14, where he presented a paper on China's tax system and state enterprises. He reports that the State Chamber show included a large contingent of government and other representatives from Canada, who were particularly aggressive in making trade contacts.

UAA Chancellor **Donald F. Behrend** has appointed the American side of the U.S.-U.S.S.R. Pacific Rim Fisheries Task Force. The members are: U.S. Ambassador **Edward Wolfe**, State Senator **John Binkley**, State Representative **Sam Cotten**, University of Alaska Board of Regents President **Robert F. Williams**, ACIB Executive Director Dr. **John Choon Kim**, ACIB Fisheries Manager **Shawneen Conover**, Dr. **K.K. Seo** of the University of Hawaii, **Alec Brindle** of Wards Cover Packing Company, Alaska Draggers Association Executive Director **Al Burch**, Chairman-Commissioner of the International North Pacific Fisheries Commission **Clem Tillion**, Mayor of Dutch Harbor **Paul Fuhs**, ACIB Advisory Board President **Tony Smith**, and Bering Sea Fishermen's Association President **Henry Mitchell**.



Dr. John Kim, Executive Director of ACIB, gives information on how to do international business to a group of over twenty-five Soviets who visited the Center on November 14. ACIB's Soviet Scientist-in-Residence, Alexander Belayev, left, translates.

ACIB has received a list of approximately 600 Japanese fish distributors and purchasers including upscale restaurants and hotels. To find out more about this information, call ACIB's **Bill Aberle**.

Twenty-four U.S. and Canadian social studies educators will be selected to visit Japan from June 22 - July 9, 1991 as guests of the Keizai Koho Center (the Japan Institute for Social and Economic Affairs). The fellowship applications are due by March 5, 1991. For information and applications contact: Program Coordinator, Keizai Koho Center Fellowships, 4332 Fern Valley Road, Medford, OR 97504. Phone: (503) 535-4882. Fax: (503) 535-2013.

The Moscow Institute of Steel and Alloys and the U.S.S.R.-U.S.A. joint venture Intermet Engineering are offering Russian Language Courses for foreign students in the Soviet Union. Terms of study are: September through December (16 weeks), February through June 16 weeks, and June and July (8 weeks). The courses can include excursions in the Soviet Union. The address is: U.S.S.R., Moscow, 117936, Lenin Avenue, 4, Intermet Engineering, Deputy Director E. Larin. Telephone: 238-3536. Fax: 236-8043. For information about costs, payment, and travel arrangements your contact in Alaska is: **Alexander Belyaev**, Alaska Center for International Business, University of Alaska Anchorage.

ACIB's Entrepreneurship Outreach program began in November when Dr. **Doug Barry** travelled to Nome to conduct a two day program on entrepreneurship, creativity, and selling products overseas. The stay also included a program at the local high school and individual consultations with local businesspeople. Later in the month, Dr. **Paul Johnson** and Graduate Assistant **Eric Downey** joined Dr. Barry to conduct a similar program in Homer. In the future, ACIB will travel to the Bristol Bay area, the Mat-Su Valley, and locations on the Kenai Peninsula. ACIB is scheduling return trips to Nome and Homer as well.

Eric Downey participated in a workshop on value-added opportunities for Alaska forest products on November 9 in Fairbanks. The University of Alaska Fairbanks and the Forest Service sponsored the workshop, which focused on the export markets for log homes, engineered wood products, modular structures, and chemicals made from vegetation. Mr. Downey's presentation covered the uses of log homes in Japan, the competitive climate, what the buyers expect from a log home manufacturer, pricing, and the steps involved in marketing Alaskan log homes to the Japanese. The program emphasized developing a high quality product and securing a 2-5 year maintenance policy that guarantees the buyers will continue to enjoy a high quality log home.

Alaskans in the Soviet Far East...

continued from page 1

the world, the Soviets efforts to decentralize and privatize, and the opportunities these changes could bring to Alaskan business people.

Fischer also discussed the special affinity that Soviets feel for Alaska, resulting from factors such as the history of Alaska as a Russian colony, the proximity of Alaska and the Soviet Far East, the similar northern climates, and a shared fascination for Arctic adventure and exploration. The growing interaction between Alaska and the U.S.S.R. will certainly lead to increased contacts and interaction, and this will certainly lead to more and stronger business ties, Fischer said.

Joining Mr. Fischer, Mark Butler, President of Marketsense, gave a presentation on the opportunities and problems presented by doing business in the U.S.S.R. today. He cited what he feels are the four areas of greatest opportunity in the Soviet Union right now: communications, facilitation, transportation, and logistics. He also discussed the problems of the inconvertible ruble, the Jackson-Vannick bill (which prevents tht Soviet Union from obtaining most favored nation status), the constantly changing laws and regulations, and the difficulties of countertrade.

The second session, held on October 17, saw a panel of seven Alaskans, including Mark Butler, who have had success in their business ventures with the Soviet Union.

Earl Romans, President of Alaskan Battery, based in Fairbanks, discussed his successful cold weather battery manufacturing joint venture with the Soviet Union. Romans emphasized the need for commitment at this point, rather than a focus on short-term profit, saying that when the Soviets move to a convertible currency profits will follow.

Doug Drum, owner of Indian Valley Meats, showed the diverse opportunities available in the U.S.S.R. His initial investment in reindeer sausage led to branching out into poultry, pasta, and ice cream factories. He gave a vivid example of countertrade, explaining how he receives reindeer horns from his processing plants in the U.S.S.R. and sells them to South Korea for hard currency.

Bill McKay, Regional Vice President, Alaska Airlines, informed the group that his company has received tentative approval for an air route between Anchorage, Magadan, and Khabarovsk — the only Pacific route to and from the Soviet Union. Alaska Airlines will offer tour packages for Magadan, Khabarovsk, and Irkutsk. Although the airline will not be flying to Irkutsk, tourists will travel there on the Trans-Siberian Railroad and return on Aeroflot. McKay emphasized the historical links between Alaska and the Soviet Far East. Irkutsk served as the capital for colonial Russian Alaska, he said. Alaska Airlines plans to offer three flights per week, on a seasonal basis, beginning in June 1991, with more to follow if the trips are popular.

Jim Murphy, manager of the Magadan-Alaska Trading Company joint venture, and Serge Kolesnik, a Soviet participant in the venture, explained their efforts to import Soviet handicrafts for sale to tourists in Anchorage. Murphy said that transportation is their biggest problem in doing business in the U.S.S.R. Kolesnik explained the difficulties in obtaining goods in such areas as the Ukraine and shipping them across the Soviet Union to the Far East for export to Alaska. Shipments can be months behind schedule. Nevertheless, the venture is succeeding.

Kathy Tarr, Regional Manager of the Alaska State Chamber of Commerce, described what the Chamber can do to help businesspeople attempting to develop ties with the Soviet Union. In February 1989, the Chamber sponsored meetings in Alaska with a Soviet trade delegation. Many joint ventures, including those that Romans and Murphy are involved in, had their beginnings at this conference. Tarr explained that the Chamber serves as a source of information on business contacts, information, travel and translation services. She emphasized the importance of travelling to the U.S.S.R. in an officially sanctioned group, and said the Chamber is planning another trip to the Soviet Union in the summer of 1991. Chamber President George Krusz spoke briefly on the epidemic spread of "Soviet fever" in Alaska over the last year and a half.

Jerry Tokar, President, Soviet-American Resource Consultants, an Anchorage-based consulting firm, discussed several practical matters to keep in mind when doing business in the U.S.S.R., such as the waiting time for visas (one or two months), when to use hard currency and when to use rubles, and the importance of bringing extra prescription medicine in case you run out. He emphasized the importance of knowing what you want to accept as payment, using a good interpreter, and, above all, being patient.

A surprise guest at the second session was Theodore G. Soloviev. Soloviev recently moved to Alaska from the Soviet Union and opened RUSA, a Russian-American advertising agency. His agency offers businesses access to magazine, newspaper, T.V., and radio advertising in the U.S.S.R., and provides translation services. He gave interesting insights into contemporary Soviet attitudes.

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The 1991 Alaska Trade & Industry Directory is scheduling production by mid-year. YOUR LISTING IN THE DIRECTORY IS ABSOLUTELY FREE! Please check your mail in the coming weeks for your SURVEY BROCHURE. If you don't receive your brochure, or have further questions, please contact

Alaska Center for Int'l Business
Attn: Glen Fowler
4201 Tudor Centre Drive
Anchorage, Alaska 99508
Ph# 561-2322 or Fax 561-1541

Adding Value Essential to Increase Seafood Revenue

Doug Barry, Deputy Director of ACIB, travelled to Japan late last summer and observed Japanese fish markets and stores to see how Alaskans can add value to their seafood products at home rather than shipping largely unprocessed fish directly to Japan. Adding value before export is necessary for Alaska to enhance its international trade and gain more revenue. Barry explains five key ways that Alaskans can add value here at home.

1. Sell fillets direct to Japanese wholesalers and retailers. A Japanese buyer who began purchasing direct from a processor in Cordova says this makes sense because land and labor costs are getting too high in Japan. A simple solution is to have the extra processing work done here in Alaska.
2. Identify the wholesalers who sell fish to Japanese hotels and posh restaurants. These outlets get so much money for a little salmon that Alaskans need to tap them directly. Another outlet for high quality salmon is the Chitose (Anchorage's sister city) Airport in Hokkaido (Alaska's sister state). Right now the only imported fish available in the airport shops are Swedish salmon.
3. Consider offering a quality control program for fish handlers, cutters, and wrappers, and promote the program as a response to the super selective Japanese consumers. The Japanese Overseas Fisheries Corporation might help by providing funding or trainers, says Tom Asakawa of the U.S. Embassy in Tokyo.
4. Push the regional identity of Alaska's salmon. Names like Copper River Kings give the fish a sense of place, an important consideration for Japanese consumers. Sense of place is currently emphasized by Japanese producers of yellow tail and sea bream. Intangible differences appeal to consumers in Japan. For example, Ikura (salmon roe) could be differentiated by Alaska place name.
5. Experiment with new product forms. White King salmon from southeast Alaska has attracted the interest of a Tokyo department store chain. Some Japanese sources say that canned salmon is about to make a comeback in Japan. An attractive, easy opening container is essential, however. Salmon jerky and smoked salmon are potentially big winners in the burgeoning Japanese snack food market. Undersized salmon could be successful as well, as the Japanese enjoy undersized whole horse mackerel and other species.

By becoming more creative and innovative in our products and marketing, Alaska can greatly increase the revenue of its seafood products. Of course, the Japanese market is still a tough nut to crack, and many Japanese-owned processing plants won't want to lose their traditional niche. However, we must continue to remind our Japanese friends and customers — and some of their agents in Seattle — that there is mutual advantage in letting us add more value. Meanwhile, we must be relentless in developing new products and marketing channels.

ACIB Database. . .*cont. from page 1*

analyze business trends affecting Alaskan commodities and products; identify and assess the capabilities of Alaska's competitors; analyze exchange rate behavior for clues on product and marketing positioning; identify new business opportunities by isolating Alaska export data; and produce meaningful reports from a range of graphic options. Target country information on imports and exports of specific products will be available soon.

There are four ways to use the Information Exchange. Terminals with dial up access will be available at locations throughout the state, inclduing the University of Alaska libraries, the Alaska Office of International Trade, and selected Alaska Rural Development Organizations. Second, users can dial up from their home or office personal computers. Third, users can purchase a dedicated line to our host computer, assuring access on demand. Fourth, data not available in the summary tables are accessible to ACIB researchers. Access to some data is limited because of copyright, licensing, and other restrictions. ACIB researchers can create custom reports and analyses to fit your individual business or research needs. Select reports of general interest will be available for purchase on a quarterly basis.

During the next phase of development, the Information Exchange will add an electronic bulletin board and mail system.

To learn more about the Information Exchange, including the nearest access point or about hardware/software requirements for direct access, phone **Bill Aberle** at the **ACIB, 561-2322.**

ACIB Completes Study of International Capital Markets

Tapping international capital markets is no easy task for Alaskan businesses, but a recent ACIB study offers some suggestions to make it more feasible. Dr. Musa Essayad, the William Seward Professor of International Finance, School of Business, University of Alaska Anchorage, and Yoon S. Park, Professor of Business Administration, School of Government and Business Administration, George Washington University, Washington, D.C., recently completed a study for ACIB entitled *Tapping International Capital Markets to meet the Financing Needs of Alaska.*

They began their study by examining the impact of the recession of 1985 on Alaskan's employment, personal and business bankruptcies, and financial institutions. The conclusion drawn from this research is that it is imperative for Alaska to diversify its economy to avoid the drastic peaks and valleys that result from fluctuations in the price of oil. To accomplish this, Alaskans need to start small and medium-sized businesses and expand existing ones. This requires venture capital.

By surveying both Alaskan banks and businesspeople, the authors concluded that a large perception gap exists between lenders and borrowers. The businesspeople feel that there is a capital shortage in Alaska, and that this prevents their companies from getting started or expanding. The lending institutions, on the other hand, claim that there is adequate capital and that the real reason Alaska businesses don't obtain funding is that the vast number of proposals they receive do not represent profitable ventures They pointed out that non-viable business projects don't receive funding anywhere, not just in Alaska.

The authors then outlined the history and scope of both the U.S. venture capital market and international venture capital markets, including the European market, with an emphasis on the United Kingdom, and the Japanese market.

The authors point out that there are many obstacles for Alaska in obtaining sources of international venture capital. One obstacle is a negative perception of

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ACIB Spring 1991 Seminar Calendar

Doing Business Internationally

We help prepare Alaskans to do business in other countries. We have three primary goals. First, to provide general interest programs for people interested in developing themselves or their business. Second, to provide credit courses in international business for people seeking an academic credential. Third, to provide one-on-one counseling, product specific information, and targeted research.

The third goal involves providing small Alaska companies with specific information about specific products in specific countries. This page presents our credit courses offered through UAA.

On the next page you'll find a calendar of the first half of the semester, indicating times during which our staff will be available for consultation. You'll have a choice of meeting one-on-one or in small groups. The next page also presents our special events and programs offered around the state.

We want to work with you over the long haul. We promise to give you the kind of personal assistance that will help you make that first sale. We help prepare Alaskans to do business in other countries. We help people like Jean Wall of Alaska Wilderness Gourmet. Now we'd like to help you. Call us today for a free needs assessment.

Spring '91 Programs

BA 493 3.0 CR
Politics and Economics of Trade: Asian Pacific Region
Kim Sat., 9am-noon 1/14-5/4

This course provides an in-depth review of countries in the Asian Pacific Region. The material covered includes both historical and current information on the political and economic conditions of each country.

BA 447 3.0 CR
International Marketing
Johnson Thurs., 5:30-8:15 pm 1/14-5/4

This course will familiarize students with the unique problems, characteristics, and demands of international marketing. In addition to choosing appropriate price, promotion, product adaptation, and distribution strategies the cultural, legal, and political aspects of marketing abroad will also be studied.

ED 617 3.0 CR
Partners Across the Pacific: U.S. – Japan
Honeychurch Hours TBA 1/14-5/4

This course by audio conference is designed to help primary and secondary teachers integrate information on Japan and the Pacific Rim with existing social studies curriculum. Emphasis is placed on why this region of the world is important to Alaska. Teaching materials and lesson plans will be demonstrated.

HEFM 185 2.0 CR
Entrepreneurship
Barry Wed., 6:00-9:30 pm 3/6-5/1

Covers generation and evaluation of business and product ideas; identifying opportunities in the global marketplace; pursuit of innovation and quality as part of a continuous improvement process; and development and awareness of personal creativity.

"I attribute our recent international marketing success in part to cultural insight gained through classes offered by ACIB. My "American" selling skills were more easily adapted to international situations through experience gained in classes, briefings, introductions, and networking offered by the Alaska Center for International Business."

Eugenia (Jean) Wall, President,
Alaska Wilderness Gourmet, Inc.

Jean Wall of Alaska Wilderness Gourmet just sold her first order to a department store in Japan.

ACIB Spring 1991 Seminar Calendar

World Trade Center Briefings and NETWORK

WTC

Provides you with information on the World Trade Center Alaska, the World Trade Centers Association, and its computer tradelead database, NETWORK. Time: noon-1:00 pm.

Rising World Breakfasts

🌅

Gives you an early start to network with other businesspeople while gleaning information on trade-related topics. Time: 7:00 - 8:00 am

Going Global Lunch

🌍

Offers you the opportunity to build international business contacts and knowledge. Time: noon-1:00 pm

Financing Your Export Business

S

Information regarding state and federal loan programs; interpreting international credit reports; basics of foreign currency; transactions; methods of payments, and venture capital. Time: 3:00 - 5:00 pm

Doing Business in Japan

🇯🇵

Topics will include an analysis of market opportunities, market entry strategies, country profile, cultural factors, and policy issues. Time: 3:00 - 5:00 pm

Creativity & Innovation

💡

Discover resources to help you in all aspects of managing a business: financing, human resource development, reorganizing, expanding, and internationalizing. Time: 3:00 - 5:00 pm

Export Licensing & Documentation

📚

A presentation of information on obtaining and preparing required licenses and documents for export businesses. Time: 3:00 - 5:00 pm

Russian Business Language

☭

An introduction to the Russian language with emphasis on business applications: greetings, phrases, business vocabulary, protocol:, and the Russian alphabet. Time: 9:00 am-noon for 5 consecutive Saturdays.

How to Sell Your Products and Services Overseas

🚢

Learn the basics of exporting: writing your business plan, financing, market research, marketing, licensing, and documentation. Time: 2:00 - 5:00 pm. See calendar for location.

Selling Alaska's Wood Products Overseas

🌲🏠

Strategies for developing Southcentral Alaska's forest industry. See calendar for location.

JANUARY

MON	TUE	WED	THUR	FRI	SAT	SUN
14	15	16	17 📚	18	19	20
21	22 🌍	23 WTC	24 🇯🇵	25	26 🚢 HOMER	27
28	29 S	30 📚	31			

FEBRUARY

MON	TUE	WED	THUR	FRI	SAT	SUN
				1	2 🚢 KETCHIKAN	3
4 🇯🇵	5	6 WTC	7 S	8 🌅	9 🚢 MAT-SU	10
11 💡	12 💡	13 💡	14 💡	15	16 ☭	17
18 📚	19 🌍	20 WTC	21	22	23 🚢 KENAI	24
25	26 🇯🇵	27 S	28			

MARCH

MON	TUE	WED	THUR	FRI	SAT	SUN
				1	2	3
4 S	5 📚	6 WTC	7 🇯🇵	8 🌅	9 🌲🏠 MAT-SU	10
11	12	13	14	15	16	17

Trade Trends

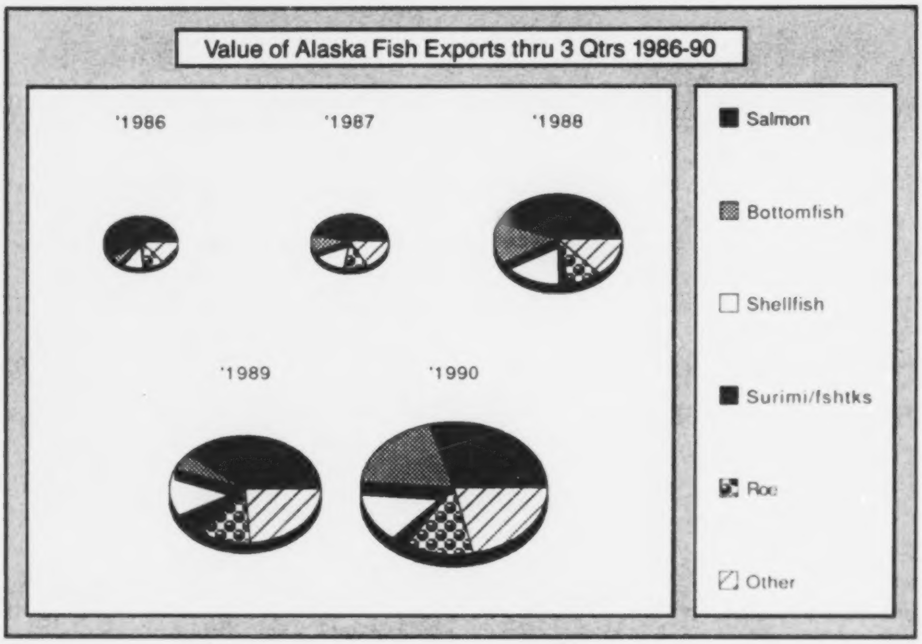
The total value of Alaska's exports in the first three quarters of 1990 showed a 30% increase over the same period in 1989, from $1,998 million to $2,742 million. All sectors except petroleum products exhibited increases from 1989 and petroleum exports in the first three quarters of 1990 were only down 0.6 percent from the previous year.

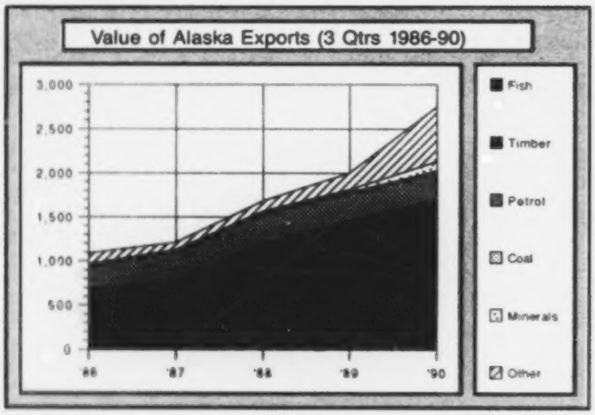
Mineral exports continue to show the most impressive growth, with values up 230% from 1989, jumping from $30 million to $109 million. Coal exports exhibited a 24% increase in value from 1989, returning to their peak level reached in the frist three quarters of 1988.

The seafood industry continues its steady growth. In the five year period graphed, the value of fish exports for the first three quarters has risen 153%. Most impressive in 1990 was the fact that the value of bottomfish exports more than tripled from the first three quarters of 1989, rising from about $52 million to nearly $237 million. Roe and shellfish exports increased substantially as well, but the value of salmon decreased slightly. "Other" fish exports include rockfish, flounder, and fishmeal.

Despite the relatively low (2%) growth in the value of timber exports, increased investment in sawmills has expanded Alaska's exports of value-added lumber products.

The large increase in the "other" category indicates Anchorage's new importance as an air cargo hub with the new Federal Express headquarters. Because of trade regulations, Anchorage is considered the port of export for many products shipped overseas by air from the continental United States. Computer software, compact discs and other recorded media, and medical equipment make up a major portion of this category.





Value of Alaska Exports Through 3 Qtrs (1986-90)
(In Millions of Dollars)

	1986	1987	1988	1989	1990
Fish	483	510	841	990	1,222
Timber	194	265	366	468	477
Petrol	261	326	328	304	302
Coal	25	21	22	17	22
Minerals	0	1.0	7	30	109
Other	126	88	118	189	611
Total	1,088	1,211	1,682	1,998	2,742

WORLD UPDATE

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Taste Alaska!

Alaska Delegation to World Trade Centers Association General Assembly Meets Success

A contingent of eleven Alaskans brought the wonders of the 49th state to the World Trade Centers Association's General Assembly in St. Paul, Minnesota, October 1-4, 1990. Through successful networking, a "Taste Alaska" reception, and an Alaska display booth, the World Trade Center Alaska has launched its efforts to persuade key decisionmakers of the Work Trade Centers Association (WTCA) to select Alaska as a site for its 1994 or 1995 General Assembly. Combined with an international trade show, the General Assembly would attract approximately 1500 international business people to Alaska. An event of this magnitude would highlight Alaska's natural beauty, plentiful natural resources, and key air cargo position, while serving to expand international business for the state.

The Alaska State Department of Commerce and Economic Development, the Matanuska-Susitna Borough, Anchororage Convention and Visitors Bureau, Fairbanks Convention and Visitors Bureau, and several private Alaskan ventures were all represented in the Alaskan delegation. The reception featured Alaskan items supplied by sponsors, including glacier ice and Attakiska vodka from Alaska Mountaintop Spirits Company, a large king salmon from Seahawk Seafoods of Valdez, salmon lox from 10th & M Seafoods, smoked salmon from Alaskan Gold Seafoods, jams and jellies from Alaska Wilderness Gourmet, and various sausage products from Alaska Sausage. Alaska expected about 75 people to attend; over 200 actually came, including several key decisionmakers.

Hong Kong — the Association's Spring Meeting for 1991 — will be the site for the formal bidding. World Trade Center Alaska, with community and organizational support, is gearing up for continued success and looks forward to winning the bid for Alaska in 1994.

Capital Markets

continued from page 4

the state, which is thought to have a harsh quality of life, a lack of skilled labor, and a shortage of top management. Other obstacles include high labor costs, lack of connections with the rest of the country, problems in transportation and infrastructure, and economic uncertainty because of the fluctuating price of oil.

The authors feel that Alaska does possess desirable qualities for investment as well. These include political stability, vast natural resources, excellent telecommunications, and a good geographical position for international travel. The authors believe that by working to minimize our disadvantages and by utilizing our advantages, Alaska can create viable business ventures and attract venture capital.

A large section of the study details recently developed international finance techniques, such as currency swaps, interest rate swaps, financial futures, and financial options. The authors feel that both state government and private financial institutions need to study new international financing techniques. Utilization of these concepts can contribute to the future internationalization of the Alaskan economy. The financial sector can benefit from the new techniques that have been created as a result of the rapid development of international financial markets.

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